DOCUMENT RESUME

ED 166 468 CE 019 835

AUTHOR	Sorenson, Gary W.; Suzuki, Warren N.
TITLE	A Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon. Final Report of a Special Project.
INSTITUTION	Oregon State Univ., Corvallis. Inst. for Manpower Studies.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE	Nov 78
CONTRACT	50-004-234
NOTE	153p.
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Cost Effectiveness; *Decision Making; Disadvantaged Groups; Educational Accountability; Educational Quality; Employment Qualifications; Handicapped Students; Job Skills; Models; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Education; Sex Stereotypes; Statewide Planning; Student Needs; Systems Approach; *Vocational Education
IDENTIFIERS	Oregon

ABSTRACT

This report describes a project to develop a system for community colleges to delineate, obtain, and provide information for judging whether to continue, modify, or terminate occupational education programs. The report reviews the project's background, objectives, procedures, accomplishments, problems, evaluation, and conclusions/recommendations. The system is said to be correlated with Oregon's "Statewide Evaluation System for Vocational Education: Guidelines," developed in 1978 by community college representatives. It includes criteria and displays for identifying deficiencies in meeting disadvantaged and handicapped learner needs and in reducing sex bias and sex-role stereotyping. A three-part attachment makes up the major portion of the report. Part 1, the technical report, describes a methodology for systematically reviewing each occupational education program of Oregon community colleges so administrators and boards can make decisions about program continuation, modification, or termination. Program effectiveness, costs, efficiency, and essentiality are decision-making factors mentioned in the system methodology. Part 2 contains suggested procedures for implementing the program review and decision-making system and conducting and documenting follow-up studies of former students and their employers. Part 3 is a compendium of tables and types of information displays, including summaries of program assessments and decisions on whether to continue, modify, or terminate a program. (CSS)

JUN 26 1979

ED166468

Final Report of a Special Project

A MODEL FOR VOCATIONAL (OCCUPATIONAL) PROGRAM REVIEW/TERMINATION IN POST-SECONDARY/SECONDARY SCHOOLS IN OREGON

(Contract No. 50-004-234)

Gary W. Sorenson, Principal Investigator
and
Warren N. Suzuki, Co-principal Investigator

Manpower Studies Institute
Oregon State University
Corvallis, OR 97331

conducted under a grant from the

Career and Vocational Education Section
Oregon Department of Education
Salem, Oregon

November, 1978

CE 019835

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A. BACKGROUND

For all practical purposes community colleges are faced with fixed funding levels, increasing pressures for budget limitations, and limited degrees of flexibility in resource allocations within a given year and from year to year. They are expected to respond to ever increasing societal and individual demands. In essence, they are charged with providing the "best" program of services within the constraints of budgetary limitations.

Criteria for specifying the "best" possible program of services are not usually explicit. The community colleges tend to rely on relatively easily accessible information on enrollments, instructional and physical costs, and educational and labor market trends to determine how well they are doing. They also receive indirect information from a variety of sources, such as members of the board, current and former students, advisory committees, employers, legislators, etc. Information from these types of sources is most often "soft" although highly substantive and meaningful in terms of its impact on program planning and operations.

From another perspective, vocational educators in the community colleges have also voiced concern for improving occupational education programs. They are committed to providing occupational education ". . .which is of high quality, which is realistic in light of actual and anticipated opportunities for gainful employment, and which is suited to [students'] needs, interests, and ability to benefit from such training" (Section 101, Public Law 94-482, Title II). Hard decisions are being made on whether to continue, modify, or terminate occupational education programs. However, information and processes for systematic program review and decision making have all too often been found lacking by those charged with the responsibility for making those hard decisions.

Goals and Objectives

The purpose of this project was to develop a methodology with which community colleges could systematically delineate, obtain, and provide useful information for judging whether to continue, modify, or terminate occupational education programs. Specifically, the intent of this project was to produce two outputs, a technical manual and a procedural handbook, and to disseminate those outputs on a limited scale. Furthermore, these outputs were to be adoptable by community colleges in Oregon.

Procedures

A review of literature was accomplished to establish the state of art in the evaluation of occupational education program. Since prior research and development provided a less than adequate base upon which to develop a program review and decision-making system, the literature on the planning of vocational education programs was also selectively reviewed. This latter review of literature focused on criteria for establishing vocational education programs. Concurrently, administrators of selected community colleges were interviewed to determine the context of and criteria for decision-making on whether to continue, modify, or terminate occupational education programs. Preliminary inquiries were also made into the capacity of institutions provide useful information for decision-making.

A preliminary program review and decision-making model was developed and then reviewed by the project's advisory committee. The advisory committee consisted of representatives of Oregon community colleges and appropriate organizations in the Oregon Deaprtment of Education. Criteria for judging programs were derived from the model, and displays for providing information for determining whether or not occupational education programs met those criteria were then developed. The criteria and displays were reviewed by the advisory committee during two separate meetings, and revisions made to them based on the committee's advice.

Finally, suggested procedures and materials for collecting and documenting information were formulated by the project's staff. They were sent to members of the advisory committee for review and comment.

B. MAJOR ACCOMPLISHMENTS AND OUTCOMES

The system for program review and decision-making, entitled, Review and Decision-Making for Occupational Education Programs in Oregon, is presented in three parts. Each part represents a single document. Part I provides a description of and a rationale for the model on reviewing occupational education programs in Oregon community colleges. The second part contains suggested procedures for implementing the program review and decision-making system, conducting follow-up studies of former students and their employers, and documenting information from follow-up studies and other sources in information displays suggested in Part III. Part III is a compendium of table and types of information displays, including summaries of program assessements and decisions on whether to continue, modify, or terminate a program. The system is correlated with the Statewide Evaluation System for Vocational Education: Guidelines ("Discussion Draft," dated July 21, 1978) that was developed by a task force of community college representatives formed by the Oregon Department of Education. Criteria and displays for identifying potential deficiencies in meeting the special needs of disadvantaged and handicapped learners and in reducing sex bias and sex-role stereotyping are included in the system.

C. PROBLEMS

A task force composed of representatives of Oregon community colleges and directed by the Oregon Department of Education developed guidelines for evaluating occupational education programs. This effort was directed to a large extent toward the state evaluation of vocational education programs mandated by the Vocational Education Amendments of 1976 (45 CFR Sections 104.401-104.405). Although informed of the task force's efforts in late May 1978, the relationship that currently exists between the outputs of this project and the task force was not clearly established until June 16, 1978.

The initial charge for the program review and decision-making project included the development of necessary instrumentation and procedures for collecting data necessary for decision-making. However, the task force's output, Statewide Evaluation System for Vocational Education: Guidelines, included methodology for acquiring information from former students and their employers and for conducting assessments of occupational education programs. Two versions of the Guidelines were produced by the task force, and the development of a third version was in progress during this project. Regardless, every effort was made to assure that the review and decision-making system being developed by this project was compatible with the latest version of the Guidelines. The Guidelines are scheduled to be field tested during the 1978-79 academic year.

The second major influence on this project's output was an attempt to avoid the areas of decision-making and information gathering normally associated with program planning and budgeting by Oregon community colleges. Procedures for systematic program planning and budgeting are well established in the community colleges and the Oregon Department of Education. Decisions concerned with modifying an existing occupational education program are normally associated with program planning and budgeting by the community colleges. Therefore, the review and decision-making process focused on the continuation of occupational education programs, and program modification was treated in the products.

D. EVALUATION

An advisory committee was formed for the project to assure that the materials and procedures that were developed were realistic for community colleges in Oregon. The advisory committee was composed of the following members:

Ms. Julie Aspinwall-Lamberts
Lane Community College

Ms. Barbara Dixon
Linn-Benton Community College

Dr. Glen Edmison
Central Oregon Community College

Dr. George Moore
Chemeketa Community College

Mr. Bob Moldenhauer
Umpqua Community College

Mr. Barry Noonan
Portland Community College

Mr. Al Halter
Career and Vocational Education Section
Oregon Department of Education

Mr. Jewell Manspeacker
Community College Division
Oregon Department of Education

Two members of this project's advisory committee also served on the task force that developed the Statewide Evaluation System for Vocational Education: Guidelines. The overlapping of membership on this project advisory committee and the task force, although initially unintentional, facilitated the coordination of the two efforts. Dr. Alan Schultz, the project's monitor for the Oregon Department of Education, served as an ex officio member of the advisory committee.

As specified in the proposal, the advisory committee met on two different occasions to review outputs of the project. However, a third meeting was held to assure that the recommendations previously made by the advisory committee were incorporated into the project's outputs satisfactorily. The final version of the materials was also sent to members of the advisory committee for their review.

One community college in Oregon reviewed the materials and procedures developed by this project. This was done after the official ending date of the project. Administrators from various levels of the college's organization participated in a meeting to determine the feasibility of providing the information specified in the displays in accordance with the procedures suggested (see Attachment A).

E. CONCLUSIONS

The project produced three outputs: (1) a model for reviewing occupational education programs in Oregon community colleges and making decisions on whether to continue, modify, or terminate those programs, (2) a handbook of displays which delineates the information necessary for making decisions on program continuation or modification, and (3) a procedural manual which describes the procedures for collecting information and documenting it in the handbook. The outputs were reviewed by the project's advisory committee on four different occasions.

The following conclusions are proferred:

1. The program review and decision-making system is technically valid. It suggests the use of information and procedures for delineating, obtaining, and providing useful information for decision-makers to judge both systematically and objectively whether the effectiveness and costs of a occupational education program are acceptable.
2. The system is useable by community colleges in Oregon. Materials and procedures are highly adaptive to meet local conditions which are unique.
3. The procedures and materials are compatible with the Statewide Evaluation System for Vocational Education: Guidelines (Discussion Draft, July 21, 1978) that was developed by the Oregon Department of Education's task force.

F. RECOMMENDATIONS

1. The program review and decision-making system should be field tested concurrently with the Statewide Evaluation System for Vocational Education: Guidelines before the system is disseminated widely.

2. The system should be reviewed whenever a new version of the Statewide Evaluation System for Vocational Education: Guidelines is updated to assure that the two outputs remain compatible.
3. The system should be adapted for use by secondary vocational education programs.
4. Relevant staff should be made aware that the success and managerial usefulness of any such review process is tied to the degree to which the process is treated as a regular, professional consistent, and important part of institutional administration.
5. Serious consideration should be given to delaying extensive distribution of the program review and decision-making system for one year, since adoption of the process is voluntary. Current implementation of reporting requirements pursuant to the Vocational Education Amendments of 1976 as well as other mandatory provision of data by community colleges in Oregon could impede the voluntary acceptance of any innovation at this time.

H. PROJECT FOLLOW-UP AND COMMITMENT

The three outputs will be used in graduate-level courses in vocational education administration at Oregon State University. Furthmore, the products will be distributed to appropriate personnel in Oregon community colleges.

ATTACHMENT A

Letters Confirming Field Trials of the Product

LINN·BENTON

6500 S.W. Pacific Blvd.
Albany, Oregon 97321
503-928-2361.

September 26, 1978

Warren Suzuki, Ass't. Prof.,
Vocational-Technical Education
Oregon State University
Corvallis, OR 97330

Dear Warren:

A meeting has been arranged to evaluate the vocational program review guide. It is scheduled for Wednesday, October 4 in Boardroom A in the College Center Building at 8:30 a.m.

Participants who will be involved in the review with us are: Jack Liles, Dean of Instruction; Dr. Bob Adams, Vice President; Jon Carnahan, Registrar; Sue Cripe, Assistant Registrar; Bill Maier, Director of Accounting Services; Kent Hansen, Department Chairman-Electronics; Patsy Chester, Department Chairperson-Secretarial; Marv Seeman, Industrial Division Director; Lee Archibald, Dean of Students.

I am looking forward to seeing you on the 4th.

Sincerely,

Barbara Dixon

(Mrs.) Barbara J. Dixon,
Associate Dean,
Vocational Education/Instructional Operations

BJD/cs

ATTACHMENT B

Review and Decision Making for Occupational Education Programs in Oregon

Part I - Technical Report
Part II - Procedural Manual
Part III - Program Status

ATTACHMENT C

BUDGET

TITLE OF PROJECT A Model for Vocational (Occupational) Program Review/Termination In Post-secondary/Secondary Schools in Oregon

	BUDGETED	EXPENDED	BALANCE
A. 1000 Instruction 100 Salaries	8284	8946.71	(662.71)
200 Employee Benefits	1408	1525.82	(117.82)
300 Travel	620	316.19	303.81
Other Purchased Services . . .	100	0	100.00
400 Supplies	236	143.17	192.83
Instruction Subtotal			
B. 2210 Improvement of Instructional Services 100 Salaries			
200 Employee			
300 Travel			
Other Purchased Services . .			
400 Supplies			
Improvement of Instructional Services Subtotal			
C. 2220 Educational Media Services 100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/Central Indirect Cost @ ____________ %			
Support Service Business and Central Subtotal	852	874.56	(22.56)
E. Other (Include explanation). . . .			
Other Subtotal			
Column Total	11500	11806.45	(306.45)

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

JAN 29 1970

I. TECHNICAL REPORT

MANPOWER STUDIES INSTITUTE
OREGON STATE UNIVERSITY

This document was developed pursuant to a grant from the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oregon Department of Education and no official endorsement should be inferred.

JAN 29 1979

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

Part I

Technical Report

Gary W. Sorenson

and

Warren N. Suzuki

Manpower Studies Institute
Oregon State University

in cooperation with the

Career and Vocational Education Section
Oregon Department of Education

October 1978

ACKNOWLEDGEMENTS

Many persons have given generously of their time and expertise to the preparation of the system for reviewing occupational education programs. Valuable counsel was provided by this project's advisory committee. Members of the committee were:

Ms. Julie Aspinwall-Lamberts
Lane Community College

Ms. Barbara Dixon
Linn-Benton Community College

Dr. Glen Edmison
Central Oregon Community College

Dr. George Moore
Chemeketa Community College

Mr. Bob Moldenhauer
Umpqua Community College

Mr. Barry Noonan
Portland Community College

Mr. Al Halter
Career and Vocational Education Section
Oregon Department of Education

Mr. Jewell Manspeacker
Community Colleges Division
Oregon Department of Education

Guidance and assistance were given by Dr. Alan Schultz, Career and Vocational Education Section, Oregon Department of Education, as the project's contract officer. Dr. Darrell Ward, Coordinator of Career Program Development and Evaluation, was most helpful in assuring close coordination between the outputs of this project and the task force for the statewide evaluation system for vocational education.

Special recognition is given to the many educators and administrators of Oregon community colleges who reviewed and tried parts of the system thereby providing critical insights on the feasibility of the proposed model. Among them were: Betty Berg, Chemeketa Community College, and Bob Adams, Jon Carnahan, Sue Cripe, Bill Maier, Kent Hansen, Patsy Chester, Marv Seeman, and Lee Archibald of Linn-Benton Community College.

The assistance of Jim Stanage in establishing the state-of-the-art in program planning, evaluation, and decision making is much appreciated.

Gary W. Sorenson
Warren N. Suzuki
Corvallis, Oregon
November, 1978

TABLE OF CONTENTS

Page

Acknowledgement ii

Figures iv

I. Introduction 1

Purpose 1

Developmental Conditions. 2

II. Decisions. 4

Continuing a Program. 4

Modifying a Program 8

Subquestions and Criteria 9

Implementation. 12

References 13

Appendix A: Major Questions, Subquestions, and Criteria for Determining Whether to Continue, Modify, or Terminate a Program. 14

FIGURES

Page

1. Types of Decisions 3
2. Basic Decisions. 5
3. Major Questions and Their Consequences 6
4. Structure of an Occupational Education Program 10

I. INTRODUCTION

For all practical purposes, community colleges are faced with fixed funding levels, increasing pressures for budget limitations, and limited degrees of flexibility in resource allocations within a given year and from year to year. They are expected to respond to ever increasing societal and individual demands. In essence, they are charged with providing the "best" program of services with the constraints of budgetary limitations. However, criteria for specifying the "best" possible program of services are not usually explicit. The community colleges usually rely on relatively easily accessible information on enrollments, instructional and physical costs, and educational trends, to determine how well they are doing. They also receive indirect information from a variety of sources, such as members of the board, current and former students, employers, legislators, etc. These types of information are most often "soft" although highly substantive and meaningful in terms of their impact on program planning and operations.

From another perspective, vocational educators in the community colleges have voiced concern for improving occupation education programs. They are committed to providing occupational education ". . . which is of high quality, which is realistic in light of actual and anticipated opportunities for gainful employment, and which is suited to [students'] needs, interests and ability to benefit from such training" (Section 101, Public Law 94-482, Title II). Hard decisions must be made on whether to continue, modify or terminate occupational education programs. However, the information available for and the processes for systematic program review and decision-making are generally not regarded to be adequate by those charged with making those hard decisions.

Purpose

The purpose of this document is to describe a methodology for systematically reviewing each occupational education program of the community colleges in Oregon on a regular basis so that administrators and boards can make decisions about the continuation, modification, or termination of such programs. The model provides a rationale for using each datum proposed for the program review and decision-making process.

Developmental Conditions

Community colleges are complex. Neither the administration nor the boards for a community college can reasonably be expected to understand all the details or characteristics of each occupational education program. Internal and external demands on the time of administrators are ever increasing. Therefore, for any program review and decision-making system to be successful, it is imperative that the relevant process be considered routine and an expected administrative practice of the college.

Stufflebeam, et al. (1971) proposed types of programmatic decisions in terms on ends and means, intentions and actualities (see Figure 1). The program review and decision-making model proposed here will focus on actual ends and means when concerned with continuation of existing programs. However, program modification implies delving into intended ends and means which in general are considerations for program planning and development. Procedures for program planning, especially planning required for initial program approval by the Oregon Department of Education, are well established. Therefore, the proposed model and methodology relies on those established procedures whenever program planning appears to be the issue.

Concurrent with the development of the proposed program review and decision-making model and its implementing methodology, an Oregon Department of Education task force consisting of representatives of Oregon community colleges developed a prototype system for evaluating occupational education programs. Because of the relatedness of the two efforts, it was imperative that the outputs of both efforts be highly correlative. The task force's output, Statewide Evaluation System for Vocational Education: Guidelines (Discussion Draft, July 21, 1978), was used as the basis for specifying many of the procedures and materials in the program review and decision-making system. The Guidelines will be field tested during the 1978-79 academic year.

Figure 1

Types of Decisions*

	INTENDED	ACTUAL
ENDS	PLANNING DECISIONS to determine objectives	RECYCLING DECISIONS to judge and react to attainments
MEANS	STRUCTURING DECISIONS to design procedures	IMPLEMENTING DECISIONS to utilize, control, and refine procedures

---

*Stufflebeam, et al., 1971, p. 80.

II. DECISIONS

When considered as a totality, the decision to continue an occupational education program, to modify it, or to terminate it can appear to be an insurmountable task because of the large number of variables that should be considered. However, this apparently single decision can be divided into smaller decisions. The sum of the smaller decisions would then equal the total decision.

Figure 2 shows a series of questions that could be asked. The first question is: "Should the occupational education program be continued as it currently exists?" If the answer is affirmative, the decision is straightforward. However, a negative answer should lead to the second question: "Should the existing program be modified?" Action to modify the program would result from a positive response to this second question. If the answer is negative, however, then action should be taken to terminate the existing program. Therefore, the total question on whether to continue, modify, or terminate a program could be viewed as two sequential questions (i.e., continue and modify), and the action to terminate the program is a consequence of deciding neither to continue nor to modify it.

Continuing a Program

The decisions on continuing and modifying an occupational education program are still relatively global. Figure 3 suggests how these global questions can be broken down into yet smaller decisions. Determining whether an occupation education program should be continued as it currently exists should involve the three following major questions:

(1) Is the program effective, or does it do what it is intended to do?

(2) Are the costs for conducting the program acceptable, or is it worth doing?

(3) Is the program essential? This involves considering the impact the program is making on institutional priorities, such as political considerations, societal needs, institutional traditions, etc.

Figure 2

Basic Decisions

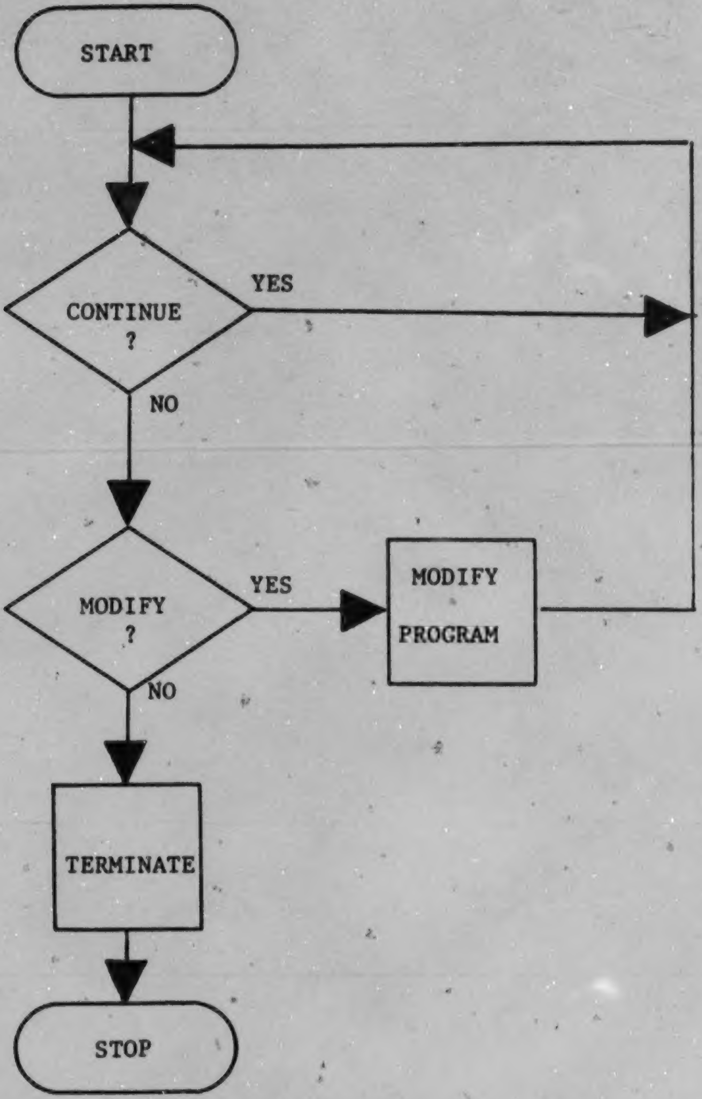
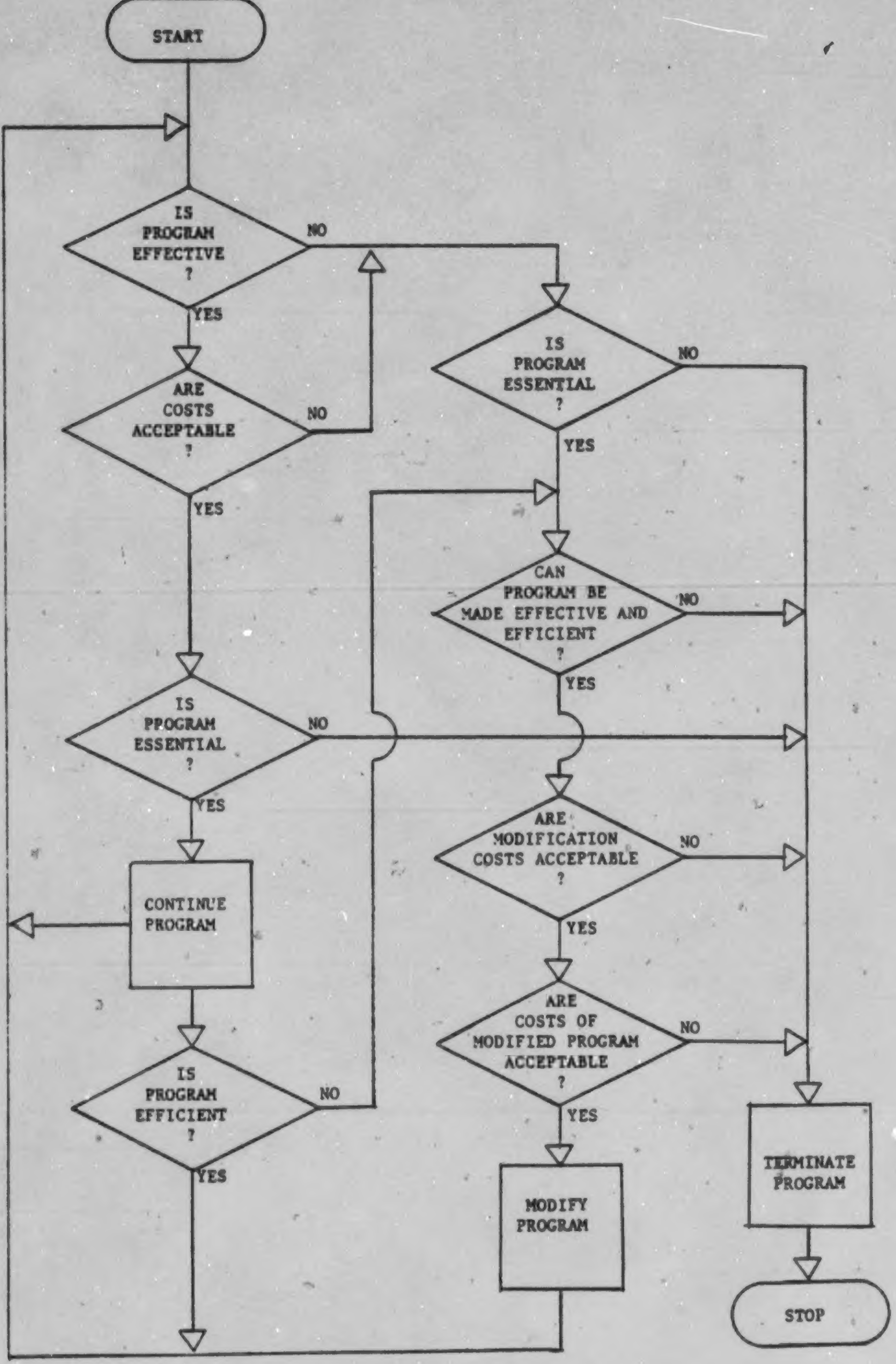

START
CONTINUE ?
YES
NO
MODIFY ?
YES
NO
MODIFY PROGRAM
TERMINATE
STOP

Figure 3

Major Questions and Their Consequences


START
IS PROGRAM EFFECTIVE ?
NO
YES
ARE COSTS ACCEPTABLE ?
NO
YES
IS PPOGRAM ESSENTIAL ?
NO
YES
CONTINUE PROGRAM
IS PROGRAM EFFICIENT ?
NO
YES
IS PROGRAM ESSENTIAL ?
NO
YES
CAN PROGRAM BE MADE EFFECTIVE AND EFFICIENT ?
NO
YES
ARE MODIFICATION COSTS ACCEPTABLE ?
NO
YES
ARE COSTS OF MODIFIED PROGRAM ACCEPTABLE ?
NO
YES
MODIFY PROGRAM
TERMINATE PROGRAM
STOP

Vocational educators would agree that the primary intent of occupational education programs is to enable persons to become employable. The degree and the nature of employability remains controversial. Some vocational educators maintain that occupational education programs should prepare a person for entry into a specific occupation. Others would hold that programs should enable persons to enter as well as progress in clusters of related occupations. These theoretical extremes and the gradations between them are addressed by this model only to the extent that the position taken by an institution on the continuum would influence the objectives of each of its occupational education programs. However, the need to address the degree to which a particular program enables its students to achieve its intended outcomes is well established (such as, Harris, 1972; Starr and Dieffenderfer, 1972; and Roberstons, 1973).

Precedent for considering costs when deciding whether or not to continue an occupational education program is also well established (such as Harris, 1972; Lee, 1975; Kim, 1977; and Moore, 1977). The cost of conducting occupational education programs would be of little concern if resources were available to an institution to meet all societal and individual needs. However, funds available to an institution are finite; the actual level of expenditures for a program are critical. Costs of conducting a program can be viewed in two ways. First, the degree of acceptability of actual expenditures in light of the benefits of the program should be considered. This concern is addressed by the question, "Are the costs for conducting the program acceptable?" Second, it may be possible to reduce the expenditures for a program and still enable students to become employable. Stated another way, the benefits of conducting a particular occupational education program may justify the costs incurred. However, changing the program structure could result in less expenditures for the program. This concern for reducing costs is shown in Figure 3 as the question, "Is the program efficient?" Such a question is posed after a decision has been made to continue an occupational education program. Determining the actual means of providing occupational education would, therefore, serve as a basis for improving instruction (i.e., program modification) and not in deciding on the basic soundness of the program. The position of the question also reflects the continuing nature of the quest to reduce costs based on the ever improving state of educational technology.

The information necessary for answering both the questions on effectiveness and cost is relatively quantifiable. However, information that is not as susceptible to quantification could also be relevant in determining whether or not to continue an occupational education program. Societal needs, legislative requirements, institutional priorities and traditions and so forth are as much realities as labor market demands, student achievements, and costs. These concerns which are often political in nature are addressed by the question, "Is the program essential?" The question of program essentiality is particularistic to each institution, although common elements may exist to varying degrees among community colleges. Regardless, such political considerations should be identified and they must be accounted for in a reasonably explicit manner if institutional credibility is to be maintained.

Modifying a Program

If the answers to questions regarding effectiveness, cost, and essentiality are affirmative, then the occupational education program should be continued. If the program is not essential, it should be terminated. Negative responses to the questions concerning programmatic effectiveness or cost should lead to the consideration of whether or not to modify the occupational education program.

Decisions of programmatic modification enter the domain of program planning. Three major questions are suggested in Figure 3 when considering whether or not a program should be modified. These questions are:

1. (1) Can the program be made effective and/or efficient, or can the program be made to achieve its intended ends and/or can costs be reduced?
2. (2) Would the cost of modifying the program be acceptable, or can resources be allocated to make the necessary program changes?
3. (3) Would the cost of conducting the modified program be acceptable; or is the modified program worth offering?

If the answers to all three questions are positive, then the program should be modified. After the modified program is implemented, however, the questions relating to whether or not the program should be continued should again be considered. If any of the three questions are answered negatively, then action should be taken to terminate the program.

Subquestions and Criteria

The decision to continue, modify, or terminate an occupational education program can be viewed as two basic questions (continue or modify) and a consequence (terminate). In the prior sections, the two basic questions were further delineated by major questions (see Figure 3). Major questions on the effectiveness, cost, and essentiality of an occupational education program were posed for the basic question on whether or not to continue the program. The basic question on modifying a program was further defined by major questions on whether (1) it could be made effective or efficient, (2) the cost for effecting the changes was acceptable, and (3) the cost for conducting the modified program would be acceptable. Another question on cost was also suggested. This question is concerned with whether the cost of a continuing program could be reduced.

Criteria are implicity or explicitly used to answer questions. A criterion permits the comparison of informtion to some standard. The Appendix contains major questions and also the subquestions and criteria that could be used to define them. The derivations of subquestions from major questions were facilitated by a proposed structure of an occupational education program (Figure 4). Using this structure, four areas of inquiry into the effectiveness of a program are apparent. These areas are: (1) former students, (2) students currently in the program, (3) client pool, and (4) the labor market.

The employability of former students of an occupational education program is the ultimate measure of whether or not a program is effective. Students currently in a program are viewed as being in transition from the client pool to being former students. When they are in the client pool, they are insufficiently competent to varying degrees to be employable in occupations intended by the program. All those in the client pool should also have equal opportunity to participate in the occupational education program and, thereby seek employability. Former students, on the other hand, should be sufficiently competent for employment in occupations for which the program prepared them. Finally, the employability of fomrer students is determined by the number of positions available to them (demand) as well as the competencies necessary for assuming those positions as defined by the labor market. These same qualitative and quantitative standards should therefore influence the setting of goals for an occupational education program.

The processes which enable students in an occupational education program to acquire the competence necessary for becoming employable are shown in

Figure 4

Structure of an Occupational Education Program

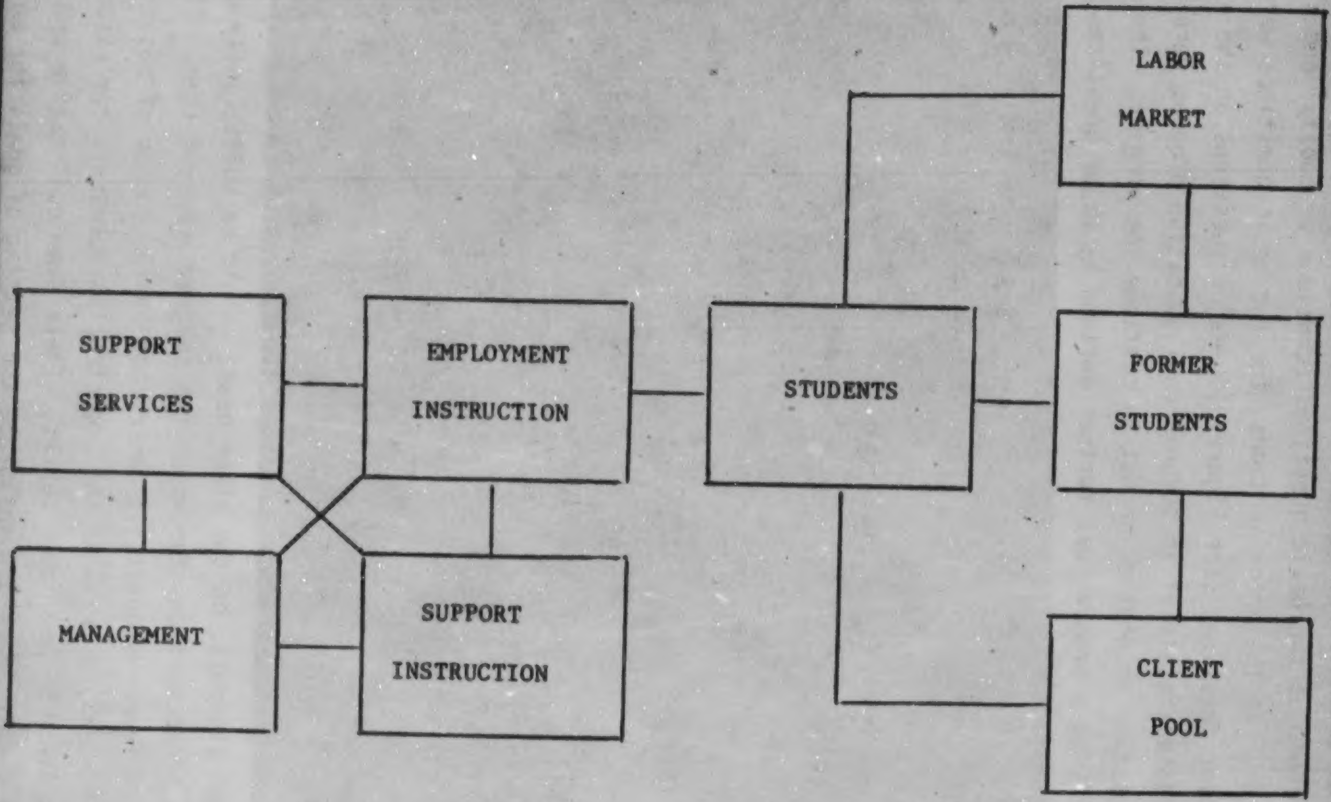

LABOR MARKET
SUPPORT SERVICES
EMPLOYMENT INSTRUCTION
STUDENTS
FORMER STUDENTS
MANAGEMENT
SUPPORT INSTRUCTION
CLIENT POOL

Figure 4 as: (1) employment instruction, (2) support instruction, (3) support services, and (4) management. Employment instruction is concerned with the knowledge, skills, and beliefs that the student must have in order to move directly into the labor market. Support instruction is concerned with the competencies needed by students to succeed in employment instruction. As an example, the ability to compute interest rates may be an employment skill for an accountant; computation skills, such as adding, subtracting, dividing, and multiplying decimal fractions, could be considered as support instruction. Although shown in Figure 4, the areas of support services, such as, custodial services, secretarial assistance, food services, etc., and management are not delineated by questions. The relative costs incurred for these areas is assumed to be constant among the different occupational education programs.

Each of the major process areas involves resources organized in a certain manner. Resources consist of people, materials, equipment, and space. Each resource has a specific quality and is available to a program in certain amounts for certain periods of time. Each resource has an associated cost for the period of time it is allocated to a program. It should be noted that only expenditures that recur annually, i.e., operating costs, are addressed here. Capital outlay for permanent equipment and space is non-recurring; that is, these expenditures occur irregularly. Therefore, the purchase of new equipment and space is considered to be a planning matter.

The relative importance of each major question or subquestion for making programmatic decisions will probably differ among community colleges. Furthermore, the importance of each criterion to the answering of a subquestion may differ among occupational education programs in a single community college. The degree of importance of the major questions and subquestions proposed in the Appendix can be recognized by assigning weights to them. If one major question is twice as important as another, then the former should be assigned twice as much weight than the latter.

Weights can be assigned to criteria in another manner. A criterion can be designated as important by the value of the number or percentage inserted into the statement. As an example, specifying that at least 80 percent of all students who completed all requirements of the program are employed or pursuing further education in related occupations would indicate that this criterion is highly important for this program, whereas specifying only 30 percent would indicate little importance.

Implementation

The previous discussion establishes a theoretical framework for conducting systematic reviews of occupational education programs in Oregon. Materials and procedures for implementing the programmatic review model are presented in the accompanying Parts II and III.

Part II, called the "Procedural Manual," suggests the procedures for collecting and compiling information needed for systematically reviewing programs. Particular attention is given to the conducting of follow-up surveys of former students and their employers. The manual suggests a way in which the entire methodology could be implemented by a community college. Finally, the manual describes how information can be documented in Part III, the "Program Status" handbook.

The "Program Status" handbook is a collection of information displays and tables. They suggest a minimum amount of information that should be considered during program reviews. The handbook also contains the questions that should be asked during those reviews and the criteria that could be considered when answering the questions.

The successful implementation of the proposed methodology for programmatic review and decision making is dependent on the extent to which the process is viewed by all persons in the institution as necessary and relevant. If perceived as an externally imposed exercise, the results may not be justifiable in terms of both human and material costs associated by the process. On the other hand, a process that is viewed as meaningful and critical to providing the "best" possible program of occupational education services by all those involved can be well worth the effort.

REFERENCES

1. "Computer Assisted Planning for Education (A Prototype): The Management Information System for Occupational Education." Journal of Research and Development in Education. VII:2 (Winter 1975).
2. Ohio State Department of Education. PRIDE: Program Review for Improvement, Development, and Expansion in Vocational Education and Guidance. State Report 1973-74. Columbus, OH: Division of Vocational Education, 1974.
3. Harris, Marshall A. Benefit-cost Comparison of Vocational Education Programs: Statewide Evaluation of Vocational-Technical Edcuation in Florida. Volume 2. Tallahassee, FL: Florida State University, Department of Educational Administration, 1972.
4. Kim, Jin Eun. Cost-effectiveness/Benefit Analysis of Postsecondary Vocational Programs. Technical Report. Bloomington, IN: Department of Vocational Education, Indiana University, 1977.
5. Lee, Arthur M. Learning a Living Across the Nation. Volume IV, Part I, Narrative Report, Baseline Fourth National Report, Fiscal Year 1974. Flagstaff, AZ: Northern Arizona University, 1975.
6. Moore, George. A Cost/Benefit Model for Vocational-Technical Programs at Chemeketa Community College. Salem, OR: Chemeketa Community College, 1977.
7. Robertson, J. Marvin. Utilizing Manpower and Follow-up Data: A Perspective for Local Vocational Planning. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1973.
8. Starr, Harold, and Richard A. Bieffenderfer. A System for Statewide Evaluation of Vocational Education. Final Report. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972.
9. Stufflebeam, Daniel L., et al. Educational Evaluation and Decision Making. Itasca, IL: F.E. Peacock Publishers, Inc., 1971.
10. Wilms, Wellford W. Public and Proprietary Vocational Training: A Study of Effectiveness. Berkeley: Center for Research and Development in Higher Education, University of California at Berkeley, 1974.

3

APPENDIX A

MAJOR QUESTIONS, SUBQUESTIONS, AND CRITERIA FOR DETERMINING WHETHER TO CONTINUE, MODIFY, OR TERMINATE A PROGRAM

A. IS THE PROGRAM EFFECTIVE?

1.0 Are former students employed or pursuing further education?

1.1 ____________ percent of program completers are employed or pursuing further education in related occupations.

1.2 ____________ percent of early leavers are employed or pursuing further education in related occupations.

2.0 Are labor market demands being met?

2.1 There is a minimum of ________ available in the labor market in related occupations.

2.2 ____________ percent of program completers are adequately prepared to perform the necessary functions of related occupations.

3.0 What are the enrollment trends for the program?

3.1 At least ________ students are enrolled in the program.

3.2 At least ________ students are enrolled in each course in the program.

4.0 Does the program provide equal opportunity for special population groups?

4.1 ____________ percent of the students enrolled in the program are in special population groups.

4.2 ____________ percent of program completers are in special population groups.

4.3 ____________ percent of program completers who are in special population groups are employed in related occupations.

B. ARE THE COSTS ACCEPTABLE?

5.0 What are the costs to students for participating in the program?

6.0 What are the costs for conducting the program?

6.1 The total operating cost for the program should not exceed $__________.

6.2 Is the space dedicated to the program being utilized adequately?

C. IS THE PROGRAM ESSENTIAL?

D. IS THE PROGRAM EFFICIENT?

7.0 Can the costs of the program be altered without affecting program effectiveness?

7.1 Staffing patterns should not be changed.

7.2 Should the consumption of instructional materials and supplies be changed?

7.3 Should the leasing of instructional equipment and equipment service contracts be changed?

7.4 Should contracted services be changed?

8.0 Can total instructional time be reduced without affecting the program effectiveness?

8.1 Can the amount of student contact time be reduced?

8.2 Would the reduction in total instructional time result in a reduction in cost of materials, equipment and/or space?

E. SHOULD THE PROGRAM BE MODIFIED

9.0 Can the program be made effective and efficient?

10.0 Would the cost of modifying the program be acceptable?

11.0 Would the cost to conduct the modified program be acceptable?

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

II. PROCEDURAL MANUAL

MANPOWER STUDIES INSTITUTE
OREGON STATE UNIVERISTY

This document was developed pursuant to a grant from the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oregon Department of Education and no official endorsement should be inferred.

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

Part II

Procedural Manual

Gary W. Sorenson

and

Warren N. Suzuki

Manpower Studies Institute
Oregon State University

in cooperation with the

Career and Vocational Education Section
Oregon Department of Education

October 1978

TABLE OF CONTENTS

Page

Figures ii
I. Introduction. 1
II. Implementation. 5
III. Student Locator 13
IV. Follow-up Surveys 21
V. Program Status. 33

Appendices

A. Alternative Displays for the Program Status Handbook . . . 51
B. Statewide Evaluation System for Vocational Education: Guidelines 61

FIGURES

Page

1. Decision-making Worksheet 7
2. Schedule of Activities 11
3. Sample Instructions for Administering Student Locator Forms . . . 15
4. Student Locator Form 16
5. Sample Cover Letter for Former Students 28
6. Sample Cover Letter for Employers 32
7. Decisions and Their Consequences 35
8. Student Data Form 37

SECTION I
INTRODUCTION

Vocational educators have promised the public and its representatives many things. The public is now questioning whether these promises are being fulfilled. Legislators are asking whether or not vocational education is making any difference to student performance in the labor market. Taxpayers are becoming increasingly relectant to provide funds for programs that cannot explicitly demonstrate their effectiveness.

Vocational educators have voiced similar concerns. They have been committed to providing occupational education and training ". . . which is of high quality, which is realistic in the light of actual and anticipated opportunities for gainful employment, and which is suited to students' needs, interests, and ability to benefit from such training" (Section 101, Public Law 94-482, Title II). Hard decisions are being made on whether to continue, modify, or terminate occupational education programs. However, information and processes for systematic decision-making and review have all too often been found lacking by those charged with the responsibility for making those hard decisions.

Purpose of this Manual

This manual is Part II of three documents concerned with collecting and documenting information for systematic reviews of occupational education programs. The focus is on decisions regarding whether to continue, modify, or terminate such programs. Part I, the "Technical Report," provides a rationale and describes the review and decision-making model that undergirds the procedures and materials suggested herein. The third part, called "Program Status," is a handbook containing suggested ways to display information needed for systematic program reviews and decision-making. The handbook also suggests criteria for assessing the status of occupational education programs.

The purpose of this manual is to suggest adaptable procedures and materials that can be used to collect and document information in the "Program Status" handbook. An underlying assumption for this manual is that there should be many sources of relevant data. Therefore, all levels of the institution's organization should be involved in the decision making and review process. The procedures recommended here assume that data collection and program review are viewed as continuous; processes that are necessary and desirable because of its potential benefits. Data collection and reviews should not be done in response to external demands only and, therefore, sporadically.

Using this Manual

The procedures and materials described in this manual are closely related to the Oregon Department of Education's Statewide Evaluation System for Vocational Education: Guidelines (Discussion Draft, July 21, 1978). A copy of that document is included as Appendix B. However, materials and procedures currently employed by community colleges in Oregon could be used in lieu of those suggested here. Furthermore, the suggested methodology should also be adapted to respond to local conditions. The subsequent sections of this manual should be reviewed with that purpose in mind.

Subsequent sections of this manual are focused on collecting and documenting information suggested in the "Program Status" handbook. Section II (Implementation) suggests a process for installing the decision-making and review procedures. Section IV (Follow-up Surveys) presents procedures and suggested materials for conducting follow-up studies of former students.

They apply to students of both those who complete all requirements for entry into occupations toward which the occupational educational program is designed and/or those who have not received instruction on all competencies deemed necessary for employment by the program's instructional staff and administrators (hereinafter referred to as "early leavers"). Procedures for collecting follow-up information through mailed questionnaires as well as telephone and face-to-face interviewing are presented. Finally, Section IV suggests procedures for follow-up surveys of employer of program completers employed in related occupations.

Section III (Student Locator) supplements Section IV. It provides a means for maintaining addresses at which former students, both program completers and early leavers, could be contacted. The procedures also suggest a way in which current addresses of former students can be pursued with persons who more than likely will always know where the former students are residing.

Finally, Section V (Program Status) describes how the information displays or tables contained in the "Program Status" handbook can be completed. Alternative procedures and displays are also suggested. The section also contains a discussion on how the information can be used in decision-making.

With the exception of Section V, the subsequent sections should be used in the order that they are presented, i.e., Section II, then III, etc. Steps (e.g., 1.0, 2.0, 3.0, etc.) within the sections are usually presented in the order in which they should be used. Substeps (e.g., 1.1, 2.3.1, 3.2.1.a, etc.), however, either provide explanatory information on the major steps or procedures which should be followed in order. A quick review of the remainder of this manual is highly recommended, especially Section V, before starting because there are steps that could be initiated in an institution before their locations in the manual would indicate. In Section V, particular attention should be given to the following "steps:"

Step	Topic
1.0	Program identification
2.0	Courses, modules, and/or units associated with the program
3.0	Review summary
4.0	Program assessment
14.0	Labor market projections
15.0	Labor market projections by institution

17.0 Total enrollment in the program
18.0 Enrollment and completions in each course/module/unit
19.0 Special population groups
23.0 Personnel costs and staffing patterns
24.0 Other operating costs
25.0 Permanent, dedicated space

One final word before starting. It is highly recommended that one person be designated as a "coordinator" for the evaluations conducted in the community college. This person should have a position that is relatively high in the institution's organization, such as an assistant dean or a coordinator for institutional planning and evaluation or a curriculum coordinator. The responsibilities of this individual could be as follows:

(1) Spearhead the implementation of the overall methodology as suggested in Section II.

(2) Assist programs and departments to implement the procedures for data collection and documentation.

(3) Coordinate the acquisition of information on enrollment, achievement, and costs from institutional units outside of the programs and departments, such as the offices of the registrar and business manager.

(4) Assist occupational education programs with the use of information contained in the "Program Status" handbook during program reviews.

Implied in these responsibilities is the intent that program reviews and decision-making should start at the "grassroots," the occupational education programs. The role of the coordinator is one of facilitation and not one of actually collecting and documenting information and doing reviews.

SECTION II
IMPLEMENTATION

Task: Initiating the collection and documentation of information for program reviews.

OVERVIEW:

The procedures described below suggest steps that should be taken in implementing the program review and decision-making process. They encourage the adaption of the procedures for data collection and documentation to address unique circumstances of the community colleges in Oregon. They also point out key decisions that must be made in order to implement the process effectively.

SUGGESTED PROCEDURES:

1.0 Identify the persons involved in deciding whether or not to continue an occupational education program as it currently exists, to modify that existing program, or to terminate the program.

  1.1 Many may participate in the decision-making process at different times and for different reasons. Those having legitimate authority to make decisions may be the president, deans, assistant deans, etc. Many others may make recommendations on program continuation, modification, and termination.

  1.2 Consideration should be given to the roles of advisory committees in the decision-making and review process.

  1.3 The use of third-party or external evaluators should be considered. There are two primary reasons for retaining third-party or external evaluators. These are: (1) to enhance the credibility of the program review and (2) to acquire assistance with the program review if additional expertise is needed and/or existing staff members do not have sufficient time for collecting and documenting information. The "evaluation coordinator" proposed in Section I could serve as an external evaluator to an occupational education program if the information is for use within the institution only.

2.0 Describe the process for decision-making and review. Identify decision-maker(s) and sources of advice, such as advisory committees. The development of a flow chart that shows who makes what decisions and provides what advice may be desirable. Figure 1 is a worksheet that can be used to develop a flow diagram or used in place of one. Do the following to complete the worksheet:

2.1 Decision-maker or advisor. List the persons identified in 1.0 above.

2.2 Decision or advise. Describe the decision or recommendations each position has the authority to make. The basic decision is whether to continue, modify, or terminate a program. A decision or advise that a position has the authority to make may only address a part (e.g., should the program be continued?).

2.3 Alternatives. List the alternatives for each decision or recommendation if the subsequent action differs for each alternative. As an example, a recommendation made by a program director to continue a program is forwarded to a dean, whereas a recommendation to modify the same program may be referred to a committee.

2.4 Consequence. For each decision alternative, specify the action that is taken if the decision alternative is selected. A consequence could be a recommendation to the next level in the organization or the request for budgetary information from the business manager.

3.0 Review the major questions, subquestions, and criteria given in display number 3 of the "Program Status" handbook. Decide whether or not each question, subquestion, and criterion should be used in deciding whether to continue, modify, or terminate an occupational education program.

3.1 A major question is designated by a letter (e.g., A, B, etc.). A subquestion is designated by a "zero" number (e.g., 1.0, 2.0, etc.). A criterion is designated by a "fractional" number (e.g., 1.1, 1.2, 4.3, etc.).

Figure 1

DECISION-MAKING WORKSHEET

Decision Maker/Advisor	Decision/ Advice	Alternatives	Consequences

3.2 Each set of criteria should be used to answer the subquestions with which they are associated (e.g., findings on criteria 1.1 and 1.2 should permit you to answer subquestion 1.0). In turn each set of subquestions should be used to answer the major question with which they are associated (e.g., subquestions 1.0, 2.0, 3.0, and 4.0 should permit you to answer major question A).

4.0 Specify the subquestion and criteria for major question C, "Is the program essential?" There may be a variety of reasons for continuing an occupational education program regardless of its cost or effectiveness. These realities could be related to social impact, political considerations, institutional tradition, legislative mandates, long range plans of the institution, and so forth. Document what constitutes essentiality for the institution in the "Program Status" handbook so that they are known by all who are involved and affected by the decisions made on whether to continue, modify, or terminate programs.

5.0 Assign weights to major questions, subquestions, and criteria.

5.1 Major questions and subquestions. Assign a weight to each major question and subquestion based on the value of the answers to the question when considering whether to continue, modify, or terminate a program. If answers to all questions and/or subquestions are equally important in making the decision, assign a weight of "1" to them. If the answer to one question is twice as important as the answer to another, assign a weight of "2" to the former and a weight of "1" to the latter. In general, weights assigned to major questions and subquestions should be the same when reviewing all occupational education programs.

5.2 Criteria. Assign a weight to each criterion, when appropriate. The criteria to which weights can be assigned are 1.1 through 4.3 and 6.1. If a criterion is valued highly, assign a large number to it (e.g., 90%, 500, etc.). If a criterion is not valued highly, assign a small number to it (e.g., 0, 10%, etc.). It should be noted that the reverse applies for criterion 6.1 which is concerned with the cost for conducting the program. The assignment of different weights among programs may be appropriate.

NOTE: If a major question or subquestion is assigned a weight of zero or a very low value is placed on a criterion (i.e., it is not relevant to the program review), consideration should be given to deleting the related tables in the "Program Status" handbook and their associated procedures in Section V.

6.0 Review the information displays contained in the "Program Status" handbook. Decide which displays will be used to determine whether the criteria and subquestions have been met. Information displays that could be used may already exist in the handbook, may be a modification of a display suggested in the handbook, may be a table, chart, or list that is already prepared by the institution, and/or additional displays.

7.0 Determine who will collect and provide information for the information displays. Information for the displays could be collected and/or provided by different sources in the institution. As examples, the business office may be responsible for providing information on expenditures, the registrar may be responsible for enrollment data, the program director or coordinator may be the most appropriate person to conduct follow-up studies.

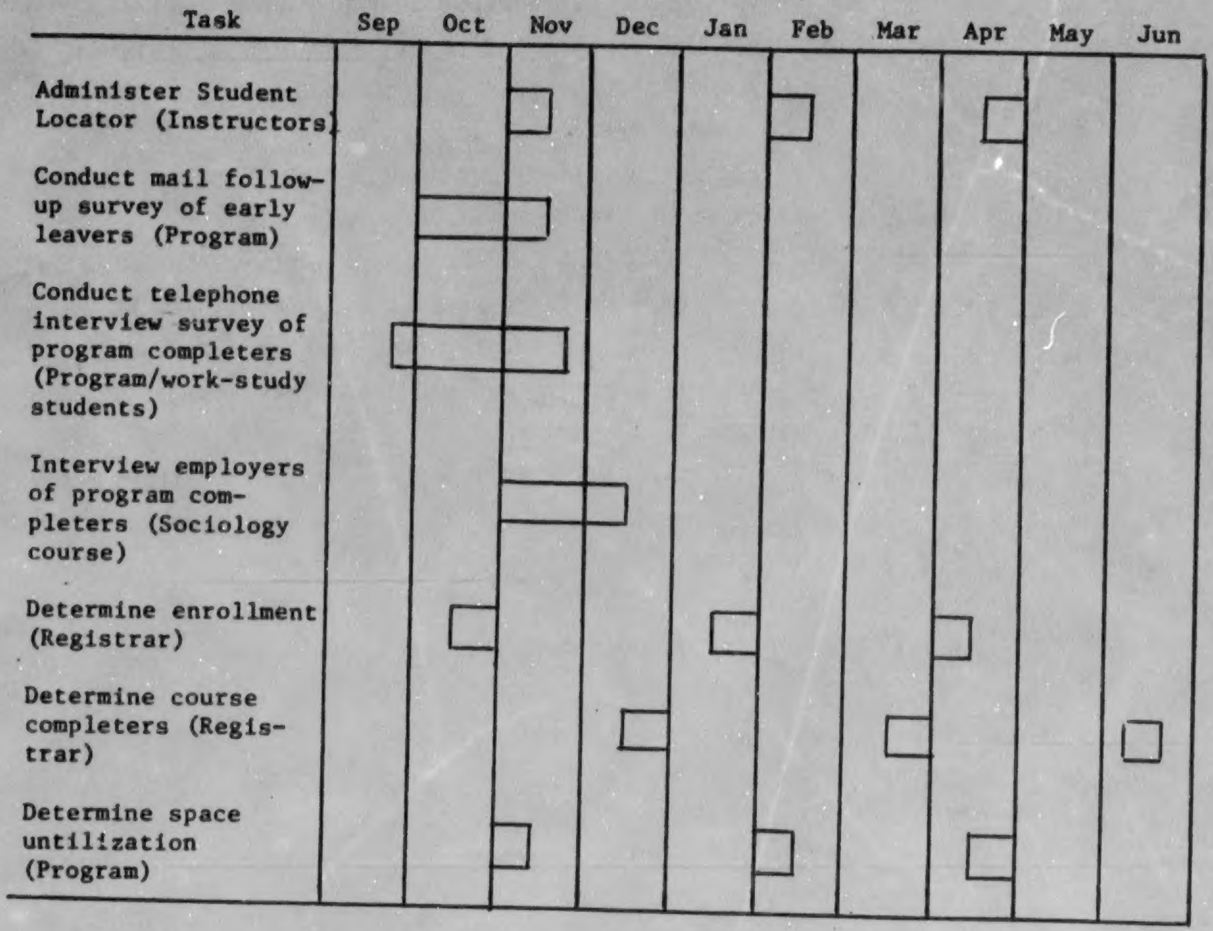
8.0 Determine when information will be collected and documented in the "Program Status" handbook.

8.1 Pay particular attention to the displays in Section V that are noted in Section I above. These displays are: 1 through 4, 14 through 19, and 23 through 25. Review step 2.0 on page 23 concerning follow-up surveys of former students.

8.2 Dates for collecting and documenting information and the types of persons responsible for those activities should be documented. Figure 2 shows a graphical way of noting activities, dates, and persons. Distribute the schedule to all persons who play a part in the program review and decision-making process.

Figure 2

SCHEDULE OF ACTIVITIES



9.0 Review the remainder of this manual. Make any necessary modifications to the materials. Reproduce and distribute the materials to persons who will be responsible for collecting and providing information for the displays and compiling the "Program Status" handbook.

10.0 Conduct instructional session for those responsible for collecting and providing information for the displays and compiling the displays for the "Program Status" handbook.

SECTION III
STUDENT LOCATOR

TASK: Maintaining mailing addresses for follow-up surveys of former students.

OVERVIEW:

The major problem faced by many follow-up studies of former students is locating the students and, once located, encouraging them to respond to the survey. The ability to acquire useable information from any group, whether an entire class or an entire sample of former students in a particular class, is critical to the accuracy of the findings of a survey. Those who do not wish to provide information or have not had an opportunity to provide information because those conducting the follow-up survey could not find them often provide quite different information than those who do respond.

On one extreme, the rapport that instructors establish with their students is sufficient for keeping abreast of where their students work and/or live once they leave the program. However, this means is more feasible if the number of students is quite small, the students tend not to move or change jobs, and/or there are relatively few early leavers. At the other extreme, those conducting surveys are able to locate former students through local and long-distance directories and calls to relatives and friends of the former students. This method could be quite expensive both in terms of personnel time and long-distance fees.

The procedures suggested below represent a middle ground. Addresses of students are collected and updated continuously through a systematic survey. Students are periodically asked to provide their current addresses, and the addresses of persons who are most likely to know where they are. This information is then filed so that it can be recalled when a follow-up survey is conducted. A system for coding the information is suggested to facilitate the recall of subjects for a survey. The procedures suggested in this manual for conducting follow-up surveys correspond to the information collection and coding suggested below.

SUGGESTED PROCEDURE:

1.0 Identify key courses in which students will be asked to complete or update a Student Locator form. These should be:

   1.1 The first course or courses that most students will take when entering the occupational education program.

   1.2 The course or courses in each term or quarter that all or nearly all students will need to take in order to complete the program.

   1.3 The last course or courses that all or nearly all students will need to take in order to complete the program.

2.0 Have students complete a Student Locator form in each course identified in 1.0, above.

   2.1 Inform students of the purpose of and encourage them to participate in the follow-up studies. This is a critical task. Students need to be convinced that the information gained from follow-up studies is important and will make a difference as to how the program is conducted. Any disinterest shown by the person administering the student locator form could result in lower response rates to mailed questionnaires. Figure 3 is an example of instructions that could be read to students.

   2.2 Distribute Student Locator forms to the students. Ask that they complete the card even though they may have previously done so. Figure 4 is an example of a Student Locator Form. The form could be printed on 5" x 8" cards for ease of handling.

   2.3 Collect the completed forms and thank the students for their assistance.

3.0 Set up and then maintain a file of Student Locator forms.

   3.1 Setting up a file.

      3.1.1 Designate a location for storing Student Locator forms. Information contained on Student Locator forms should be treated confidentially. As an example, completed forms should be kept in a secure place, such as a locked filing cabinet. The completed forms should also

Figure 3

SAMPLE INSTRUCTIONS FOR ADMINISTERING STUDENT LOCATOR FORMS

Step 1. Wait until all students are in the room or laboratory.

Step 2. Introduce yourself.

Step 3. Read the following directions to the students:

THE FACULTY OF THE ______________________________ PROGRAM STRONGLY BELIEVE THAT THE ____________________________ PROGRAM CAN BE REFINED AND IMPROVED. TO DO SO REQUIRES ACCURATE AND MEANINGFUL INFORMATION. YOU ARE A PRIMARY SOURCE OF IMPORTANT INFORMATION THAT WE NEED.

SOME TIME IN THE FUTURE, WE WOULD LIKE TO ASK YOU TO TELL US HOW WELL THIS PROGRAM WORKED FOR YOU. THEREFORE, WE NEED TO KNOW HOW WE CAN GET IN TOUCH WITH YOU AFTER YOU ARE NO LONGER ENROLLED IN THIS PROGRAM. I WOULD APPRECIATE YOUR COMPLETION OF THIS STUDENT LOCATOR FORM (hold up copy of the form). YOU MAY HAVE ALREADY COMPLETED A COPY OF THIS FORM IN ANOTHER CLASS THIS TERM OR DURING A PREVIOUS TERM. I WOULD STILL APPRECIATE YOUR COMPLETING A COPY OF THIS FORM AGAIN -- IT WILL HELP WITH OUR FILING.

YOU DO NOT HAVE TO GIVE ANY OF THE INFORMATION ASKED FOR ON THIS FORM. HOWEVER, ANY INFORMATION THAT YOU PROVIDE TO US WILL BE KEPT IN STRICTEST CONFIDENCE. YOU WILL BE HELPING US MAKE THIS A BETTER PROGRAM FOR YOUR FELLOW STUDENTS AND FUTURE STUDENTS.

Step 4. Pass out Student Locator Forms.

Step 5. Read the following to the students:

PLEASE PRINT. YOU MAY WANT TO PAY PARTICULAR ATTENTION TO NUMBER 2. BE SURE THAT THE PERSON WOULD NOT MOVE WITH YOU SHOULD YOU CHANGE YOUR ADDRESS OR IS NOT LIKELY TO MOVE WITHIN THE NEXT TWO YEARS. DO YOU HAVE ANY QUESTIONS? (Respond to any questions.) IF THERE ARE NO FURTHER QUESTIONS, PLEASE COMPLETE THE FORM.

Figure 4

Year In____/_____ _____

Year Out_____/_____ _____ I.D. No.______________

STUDENT LOCATOR

(Please Print)

Name:____
(Last) (First) Middle Initial

1. What is your current mailing address:

____
(Street No.) (Street) (Apt. No.)

____ ZIP:__________
(City) (State)

2. What is the name and address of someone who will most likely always know where you are living? This person should not be a husband or wife.

Name:____

Address:____

______________________________________ZIP__________

What is the relationship of this person to you?

_____Parent or Guardian

_____Sister or Brother

_____Other relative

_____Friend

What is this person's phone number?__________________________

be kept in a different location from follow-up forms returned by former students or their employers.

3.1.2 A minimum of five categories should be established for the Student Locator forms. These categories are as follows:

a. Program Completers. Former students who have completed all requirements for entry into occupations intended by the program.

b. Early Leavers. Persons who (1) have not completed all requirements of the program and (2) are no longer enrolled in the program and (3) have been identified or participated in a follow-up study.

c. Follow-up. Persons who are currently participating in a follow-up study.

d. Non-completers. Persons who have not completed all requirements for entry into an occupation intended by the program but have enrolled in another occupational education program.

e. Active.

3.1.3 Place the completed Student Locator forms in alphabetic order. Eliminate duplicate names.

3.1.4 Assign a unique identification number to each person.

a. You may wish to use the identification number assigned to each student by the college. If not, estimate the maximum number of "new" students who will enroll in the program or any course offered by the program during any given year. Designate the number of digits that could be in a student number. As an example, the student number will have two digits if the estimated number of students will be between 10 and 99 during any given year, three digits if the estimated number will be between 100 and 999, etc. Therefore, the first student number assigned in a three-digit code would be "001," the tenth person would be "010," and the one-hundredth person would be "100."

b. Assign a three digit "time" code. Two of the three digits should indicate the academic year in which an individual's name and address is placed in the file for the first time (e.g., "80" for the 1979-80 academic year). One of the three digits should designate the term (e.g., 1 = fall, 2 = winter, etc.) in which the name and address is initially placed in the file. These data could be useful when identifying those students who are potential early leavers.

c. Assign a program number if follow-up studies will be conducted on more than one program by a single administrative unit using the same instrument for former students of the different programs.

d. As an example, identification number "024 037 1 68" would mean the following:

024 037 1 68

Program number — 024

Student number 37 — 037

Student entered the program during the fall term — 1

Student entered the program in the 1967-68 academic year — 68

3.1.5 File all Student Locator cards in the "Active" category (see 3.1.2, above).

3.2 Updating a file. After filing the initial set of Student Locator forms that were completed by students, update the file by doing the following with each subsequent set of forms:

3.2.1 Place the new set of forms in alphabetic order. Eliminate duplicate names.

3.2.2 Compare the names of the new set with those already in the file under "Active."

a. If the "new" name is not a duplicate, assign an identification number (see 3.1.3, above) to the person and insert the card alphabetically in the "Active" file.

b. If the "new" name is a duplicate of one already in the "Active" file, compare the information on the cards. If the information is different, write the identification number appearing on the "original" card onto the "new" card. If the information is the same, you may want to note on the "original" card that the student is enrolled. This will facilitate the identification of program early leavers.

4.0 Note on the Student Locator when a student completes all requirements for entry into occupations intended by the program. This may be done by adding a number to the identification number assigned during step 3.1.3, above. Using the example given in that step, identification number "024 037 1 68 1" would mean:

024 037 1 68 1

Program number 24 — 024

Student number 37 — 037

Student entered the program during the fall term — 1

Student entered the program during the 1967-68 academic year — 68

Student is a program completer — 1

5.0 Destroy Student Locator forms for students from whom you do not intend to collect information. This practice will facilitate maintaining confidentiality of records and keeping the file current.

SECTION IV
FOLLOW-UP SURVEYS

TASK: Conducting follow-up studies of former students and their employers.

RESOURCES: Statewide Evaluation System for Vocational Education: Guidelines. (Discussion Draft) Salem, OR: Career and Vocational Education Section, Oregon Department of Education, July 21, 1978 (Appendix B).

OVERVIEW:

The need to know how well occupational education programs have prepared their students to enter the world of work successfully is well established. This is done in a variety of ways, such as, measuring student achievement, assuring the instructional objectives are relevant to occupational needs, and using representatives of business and industry to assure that instruction is appropriate for occupations. However, the ultimate test of how well occupational education programs have prepared their students to function in the world of work is to determine how well they actually perform on the job. The primary means for determining this is a follow-up study.

The procedures suggested below are one means for conducting a follow-up survey of former students and their employers. They are correlated with the use of the Student Locator form suggested in Section IV, the completion of information displays in Section V, and the state "guide" referenced above. However, there are other means and variations of the procedures that are as efficient as those suggested below. It may be necessary to use these alternatives and variations to meet local needs. Therefore, it is suggested that the procedures outlined below and their alternatives should be continuously evaluated as they are used with an eye towards increasing institutional capability to collect accurate and comprehensive information.

In general, there are four parts to collecting data from former students. The procedures in each part and their locations are as follows:

1. Determining the general survey strategy (Step 1.0)
2. Determining from whom data will be collected (Steps 2.0 and 3.0)

3. Preparing materials for the follow-up survey (Step 4.0)
4. Collecting information (Step 5.0).

Procedures for conducting a follow-up of employers of employed program completers are given in Step 6.0.

SUGGESTED PROCEDURES:

1.0 Select the general strategy that will be used to follow-up former students and employers. The three general strategies are: (a) mailed questionnaire, (b) personal interview, and (c) telephone interview. Combinations of these general strategies could also be used. When selecting a strategy, the following factors should be considered:

1.1 Amount of information. More information can generally be collected through personal and telephone interviews than mailed questionnaires.

1.2 Number of participants. Given the same amount of resources, more people may be polled through mailed questionnaires than through interviews. In general, the larger the number of respondents to the survey, the greater the accuracy of the information.

1.3 Confirmation of information. Interviewing will permit the asking of clarifying questions. This may increase the accuracy of the information that is collected.

1.4 Percentage of respondents. The response rate to a survey, whether mail or interview, will affect the accuracy of the information collected. The response rate to mailed questionnaires is usually quite low, although there are a few exceptions. The use of second and third mailings to those who do not initially respond will tend to increase the response rate of mail surveys. The percentage of respondents to telephone and personal interviews will be dependent on the amount of perserverance and resources that the institution is willing to use to pursue potential respondents.

1.5 Employer survey. If an employer survey will be conducted in conjunction with the student follow-up survey, it may be possible to interview each former student and her/his supervisor during the same visit.

2.0 Determine when former students will be asked to provide information. Possible time periods during which follow-up information could be collected are as follows:

2.1 Program Completers.

2.1.1 One to three months after completing program to determine employment and education status.

2.1.2 Three months to one year after completing program to determine how well the program prepared former students to perform specific tasks or functions on the job. Conducting an interim survey as described in 2.1.1, above, to collect baseline information and/or to keep current on addresses may be desirable.

2.1.3 Eighteen months to two years after completing the program to determine job mobility. It is not advisable to seek information on the relevance or effectiveness of a program after one year because of the myriad of factors that could impact on former students during the intervening period over which the program has no control. Interim surveys as described in 2.1.1 and 2.1.2, above, should be conducted to keep current on addresses. Finally, it should be noted that the ability to maintain current addresses on former students decreases with time, and the accuracy of the information will decrease as the number of respondents from any particular graduating group decreases.

2.2 Early Leavers. To determine the employment and educational status of early leavers, former students who did not complete all requirements of the program and who also indicated their intention to terminate their participation in the program should be surveyed one to three months after leaving the program. For those who do not indicate their intention of not completing the program, it may be desirable to designate as early leavers at least temporarily those persons who have not enrolled for two consecutive terms in a course for which the program is responsible.

3.0 Identify the former students who will participate in the follow-up study.

3.1 Remove the Student Locator forms for all persons who fall within the time frame from the "Active" category.

3.1.1 Check to see whether or not each student has completed all requirements for entry into occupations that the program intended, i.e., a "program completer" as far as the program is concerned. Use the records that the program has on the student or transcripts kept by the college's registrar.

3.1.2 Return the Student Locator forms for all persons who are still enrolled in the program to the "Active" category.

3.1.3 It may be desirable to determine how far those who did not complete all requirements for entry in intended occupations and are no longer enrolled in the program, i.e., an "early leaver" as far as the program is concerned, progressed in the program.

3.1.4 Finally, it may be useful to determine which of the early leavers have enrolled in another occupational preparation program in the college. Technically, these persons are not considered "early leavers" and their Student Locator forms should be filed in the "Non-completer" category.

3.1.5 Designate the statuses of former students on their Student Locator forms by adding a code to their identification numbers (see step 4.0, page 19). Definitions of the statuses are given in step 3.1.2, page 17. Codes that may be used are as follows:

1 = Program completer

2 = Early leaver - approximately 76 to 99 percent of requirements have been met.

3 = Early leaver - approximately 51 to 75 percent of requirements have been met.

4 = Early leaver - approximately 26 to 50 percent of requirements have been met.

5 = Early leaver - approximately 0 to 25 percent of the requirements have been met.

0 = Program non-completer.

3.2 Determine specifically which former students should participate in the follow-up study.

3.2.1 Normally an attempt should be made to acquire information from all students identified in step 2.0 above, especially if there are fewer than 30 people in the group.

3.2.2 It may be proper to collect information from a sample of persons in the group identified in step 2.0, above, if: (1) there are more than 50 persons in the group or (2) you decided in step 1.0, above, to collect information through interviews. In any case, you should attempt to collect information from at least 30 persons. To select a sample, use a table of random numbers utilizing the sequence number of the identification numbers (see step 3.1.4a in Section IV) or do the following:

a. Place the Student Locator forms of the persons in the group in numerical order of the identification numbers.

b. Randomly select any card in the deck. Count down seven cards and pull that card from the deck. This is the first person in the sample.

c. Count down seven more cards and pull that card. Repeat this process until you have pulled the desired number of cards. When you get to the bottom of the deck, continue counting at the top of the deck.

4.0 Prepare the instrument for data collection from former students.

4.1 Use an instrument that has been developed by your institution or the one proposed by the Oregon Department of Education (see Appendix B).

4.1.1 If the institution's instrument is used, it should not be longer than one sheet of paper printed on two sides. A long questionnaire may tend to discourage former students from responding.

4.1.2 If you use the questionnaire proposed by the Oregon Department of Education, consider the following changes:

a. Add the name of the program and the name and address of the college above "Student Follow-up Survey." (Delete the word "Form" from the title.)

b. Delete "Former Student's Name." This may inhibit responses, especially information on the second page. If this is done, add a space for an identification number (see Step 3.1.4, pages 17 and 18).

c. Delete reference to whether or not the student completed or did not complete the program. This information can be coded (e.g., 1 = completed program and 2 = did not complete program) and added to the identification number (step 4.0, page 19).

d. Delete question 1.4 regarding the relatedness of the job to the program. A list of job titles and duties related to the preparation provided by the program can be developed ahead of time and updated as necessary. The person compiling the information would then decide whether or not an individual's employment is related to the occupational education program based on information provided in question 1.3.

e. Add the following item: If you are attending school, what is your major or area of study?

____

4.1.3 For interviewing, format the questions so that they are in the order that they will most likely be asked. The format should also permit the interviewer to note respondents' answers quickly and preferably without having to refer to a separate sheet of paper containing codes for possible answers. You may wish to try out the form by interviewing a few students currently in the program.

4.2 Reproduce materials for a mail survey of former students.

4.2.1 Duplicate the questionnaire on colored paper. Light green and orange appear to encourage responses. Beige and sand are also popular. The reproduction should look "professionally" done; the use of spirit duplication or mimeograph is discouraged. If second mailing to those who do not respond to the first mailing is considered, print at least 60 percent more questionnaires than the number of former students in the group.

4.2.2 Duplicate a cover letter for transmitting the mail survey. Figure 5 is an example of a cover letter. If possible, each letter should be individually signed. A different cover letter may be appropriate for a second mailing. The reproduction of the letter should look "professionally" done.

5.0 Collect follow-up information from former students. This may be done by mail or interview.

5.1 Mail questionnaires to former students.

5.1.1 Prepare envelopes for mailing. Include the following in each envelope:

a. Cover letter.

b. A copy of the instrument with the identification number of other identifying information entered in the appropriate spaces.

c. A self-addressed, and stamped envelope for returning the questionnaire.

d. Consider including some type of incentive in the envelope, such as a pencil. Research seems to indicate that an incentive, regradless of what it is, tends to increase the response rate of mail surveys.

NOTE: Be sure to affix the proper postage on the envelopes. A "Postage Due" notice is "murder" on a response rate.

Figure 5

SAMPLE COVER LETTER FOR FORMER STUDENTS

(college letterhead)

Representatives of business and industry, students, administrators, and the faculty of our community college are working together to improve our ___(name of program)_________. We are determinied to provide our students the best occupational preparation possible with our resources. To do so, we need your help.

Please complete the enclosed questionnaire and return it in the envelope provided. Please do not put your name on the questionnaire; your answers will remain anonymous. Although you may choose not to answer some or all of the questions, we hope that you will take this opportunity to help the present and future students in the program.

On behalf of current and future students, faculty, and the administration of ________________Community College, I want to thank you in advance for completing the questionnaire. The information you provide will undoubtedly be helpful as we work to improve our program.

Sincerely,

(typed name of department or division head)
(title)

5.1.2 Mail the questionnaires so that the addressees will more than likely receive them during the first of the week. Avoid mailing immediately before or after holidays.

5.1.3 If there is a second mailing of questionnaires, identify those who did not respond to the first mailing using the Student Locator cards for the group. Mail the second questionnaire approximately 10 working days after the first mailing. As a variation, a reminder printed on postcards may be used as the second mailing, then a questionnaire sent during a third mailing ten days after sending the postcards.

NOTE: To maintain the confidentiality of information provided by former students, keep Student Locator forms and completed questionnaires separately.

5.2 Conduct interviews of former students.

5.2.1 Select interviewers. Use interviewers who would not be perceived by interviewees as having direct association with the program or who are not known by interviewees on a personal basis, such as instructors. Work-study students, advisory committee members, and college administrators, among others, could serve as excellent interviewers.

5.2.2 Prepare interviewers. All interviewers should be prepared to conduct interviews, whether the interviewing will be done face to face or by telephone. Interviewers should know how to introduce themselves and describe the purpose(s) of the follow-up study, and ask follow-up questions for acquiring or verifying information. They should also be thoroughly familiar with the instrument upon which to record information to facilitate the recording of information both rapidly and accurately.

6.0 Conduct a follow-up survey of employers of program completers employed in occupations intended by the program.

6.1 Identify the program completers who are employed in occupations that the program prepared them to enter. This can be done by looking at the students' identification number and responses to two questions on the Student Follow-up Survey form (Appendix B).

6.1.1 Program completer. If step 3.1.5, above, and step 4.0 in Section III were used, then the last digit of the identification number will indicate the status of the respondents. Program completers are designated as "1".

6.1.2 Employed. Question 1.2 in the Student Follow-up Survey form designates employment status. Select those persons who have indicated that they are "employed."

6.1.3 Related occupations. Question 1.3 in the Student Follow-up Survey form provides information on "job title" and "job duties." Determine whether or not the "job title" and "job duties" are for occupations that the program intended. A list of titles and duties as described in step 4.1.2d, above, could facilitate these decisions.

6.2 Prepare the instrument. A locally-developed instrument or the one proposed by the Oregon Department of Education (see Appendix B) could be used for the follow-up of employers.

6.2.1 If your institution's instrument is used, it should not be longer than one sheet of paper printed on two sides. A long questionnaire may tend to discourage employers of program completers from responding. Consider deleting reference to employer name and address and the name of the program completer's supervisor. If deleted, add a space for entering the program completers' identification numbers.

6.2.2 For interviews, format the questions so that they are in the order that they will most likely be asked. The format should also permit the interviewer to note respondents' answers quickly and preferably without having to refer to a separate sheet of paper containing codes of possible answers.

6.2.3 Reproduce materials for a mail survey of employers.

a. Duplicate the questionnaire on colored paper. Light green and orange appear to encourage responses. Beige and sand are also popular. The reproduction should look "professionally" done. If a second mailing to those who do not respond to the first mailing is planned, print at least 60 percent more questionnaires than the number of employers to whom the instrument will be initially sent.

b. Duplicate a cover letter for transmitting the mail survey. Figure 6 is an example of a cover letter. If possible, each letter should be individually signed. Reproduction of the letter should look "professionally" done.

6.3 Collect follow-up information from employers of program completers who are employed. Use the procedures suggested under step 5.0.

Figure 6

SAMPLE COVER LETTER FOR EMPLOYERS

(College letterhead)

(Individually addressed)

Representatives of business and industry, students, administrators, and the faculty of our community college are working together to improve our (name of program)_________. We are determined to provide our students with the best preparation possible for their entry into the world of work.

The person noted below is a graduate of our program. We understand that this graduate is supervised by you. Will you please complete the enclosed questionnaire and return it in the envelope provided. Your answers will remain anonymous. Although you may choose not to answer some or all of the questions, we hope that you will help us better meet the employment needs of our present and future students by doing so.

On behalf of current and future students, faculty, and the administrators of ________________ Community College and the representatives of business and industry who are working with us, I want to thank you in advance for completing the questionnaire. The information that you provide is critical to our improving our program.

Sincerely,

(typed name of department or division head)
(title)

Name of Graduate ______________________________

SECTION V
PROGRAM STATUS

TASK: Completing displays in the "Program Status" handbook and using these displays in decision-making and review.

OVERVIEW:

Decision-making based on reviews of an occupational education program as discussed in this manual is concerned with whether to continue the program as it currently exists, to modify the program, or to terminate the program. Taken as a whole, the task may appear formidable due to the many things that must be considered. However, the decision-making and review process can be broken down into manageable parts.

The first thing to consider is whether or not a program should be continued as it currently exists. To make this decision, three major questions should be asked. They are:

(1) Is the program effective?
(2) Are the costs incurred from conducting the program acceptable?
(3) Is the program essential to the community, college, and students?

If the answers to all three questions are affirmative, then the program should continue to operate as it currently exists. This does not mean, however, that refinements should not be pursued by the program's staff; it does suggest that major overhauling is not necessary at this time. If, on the other hand, the three questions cannot be answered positively, then consideration should be given to whether or not to modify the program.

Three questions should be asked when considering the modification of an occupational education program. These three questions are:

(1) Can the program be made effective and/or efficient?
(2) Is the cost of modifying the program acceptable?
(3) Is the cost of operating the modified program acceptable?

If these three questions can be answered affirmatively, then the first three questions regarding the effectiveness of the program should again be asked during and after the necessary modifications have been made to the program.

Finally, if a program is not effective and a decision is made not to modify the program, then the program should be terminated. In summary, the decision to continue, modify, or terminate a program can be viewed as two decisions: (1) whether or not to continue an occupational education program, then (2) whether or not to modify the program if it should not be continued as it currently is. Termination of a program, therefore, is a consequence of deciding neither to continue nor to modify a program.

To facilitate the decision-making and review processes, subquestions can be derived from the major questions (e.g., is the program effective?). This partitioning of large, global questions into ever decreasing parts will enable decision-makers to consider fewer variables for any given question. Finally, the use of criteria for deciding whether or not a question should be answered affirmatively or negatively could further facilitate the decision-making process.

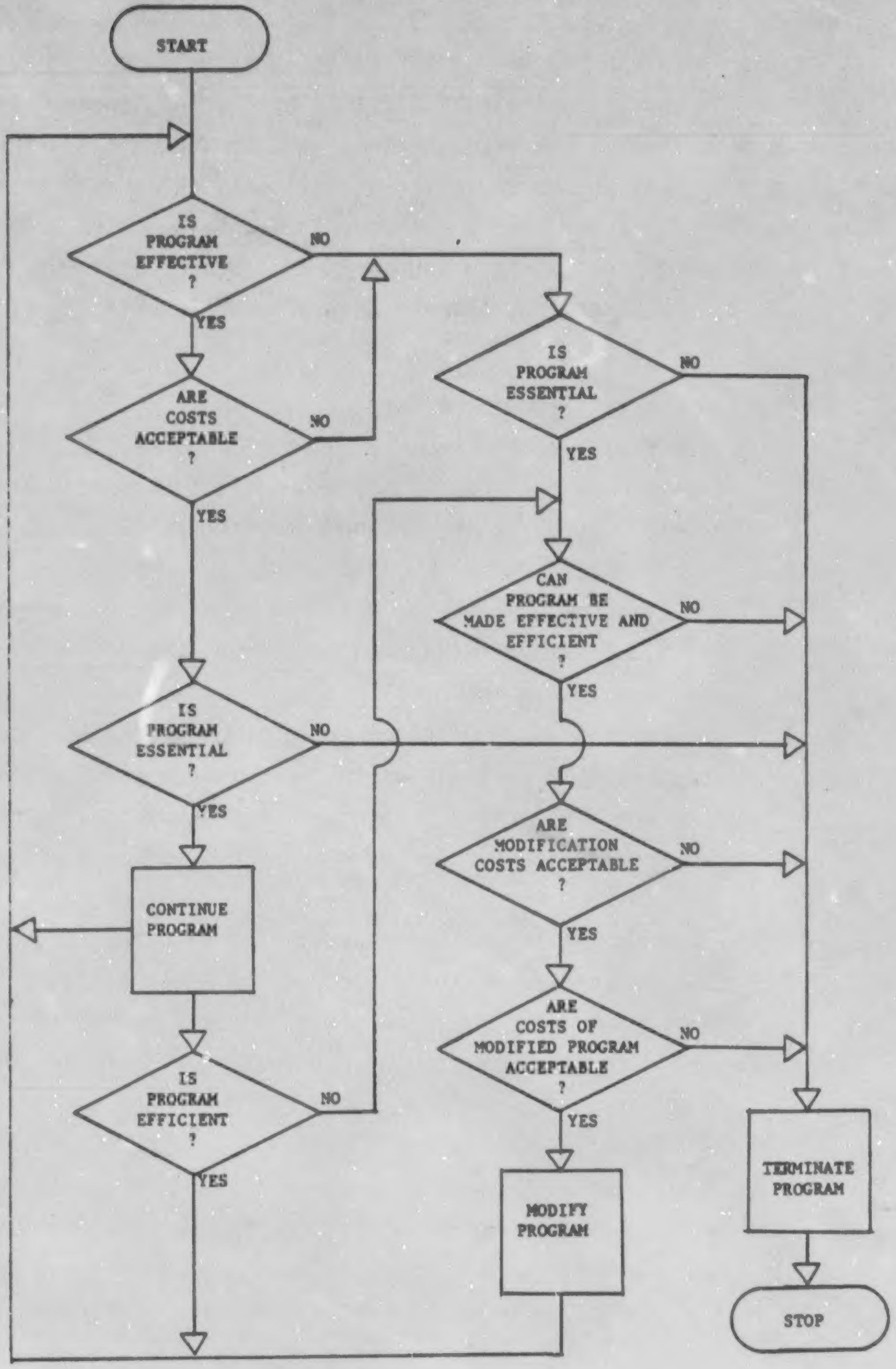
Table 3 in the "Program Status" handbook contains a list of questions and criteria. Figure 7 summarizes the relationship that should exist among major questions and subquestions, and how the major questions are associated with the decision to continue, modify, or terminate an occupational education program. The "Program Status" handbook also suggests a minimum of displays or tables that provide information for answering subquestions and deciding the extent to which criteria have been met. Tables 1 through 7 provide general information on the status of a program. Many of them present summaries contained in tables located in other parts of the handbook. The remainder of the tables in the handbook are arranged around major questions and subquestions.

Alternative displays to some tables contained in the handbook are shown in Appendix A. All displays should be considered as proposed formats for information. It may be necessary to modify or expand them. As an example, Table 2 more than likely does not contain enough space to list all courses that should be identified; however, it suggests a format for documenting this information.

Each "step" number listed below refers to a display number in the handbook. That is, "step 1.0" refers to display number "1," "step 2.0" refers to display number "2," and so forth. It is highly suggested that the appropriate display be available when using each step.

Figure 7

DECISIONS AND THEIR CONSEQUENCES


START
IS PROGRAM EFFECTIVE ?
NO
YES
ARE COSTS ACCEPTABLE ?
NO
YES
IS PROGRAM ESSENTIAL ?
NO
YES
CONTINUE PROGRAM
IS PROGRAM EFFICIENT ?
NO
YES
IS PROGRAM ESSENTIAL ?
NO
YES
CAN PROGRAM BE MADE EFFECTIVE AND EFFICIENT ?
NO
YES
ARE MODIFICATION COSTS ACCEPTABLE ?
NO
YES
ARE COSTS OF MODIFIED PROGRAM ACCEPTABLE ?
NO
YES
MODIFY PROGRAM
TERMINATE PROGRAM
STOP

Data Sheet

It may be useful to transfer information on each student from the variety of courses to one sheet or card to facilitate analyses. Figure 8 is an example of a data sheet. The data sheet for all students in a group could then be sorted by hand on the variables of interest, serve as a basis for punching key sort cards, or be a coding format for keypunching. Regardless, a student's "Student Locator" form and her/his "Student Data" form should be kept separate to the extent possible to maintain confidentiality of the information.

SUGGESTED PROCEDURES:

1.0 Program identification (display number "1" in Part III).

  1.1 Program designation. Enter the identification number assigned to the program by the Oregon Department of Education, if appropriate.

  1.2 Program name. Enter the official name of the program. It may be useful to enter the popular name of the program if it has one (e.g., also known as the "... Program").

  1.3 Program mission. Describe the general intent of the program, e.g., "Enable entry-level learners to acquire the skills, knowledge, and beliefs necessary for acquiring employment as ... or pursuing further education in... or completing a program in ..."

2.0 Courses, modules, and/or units associated with the program.

  2.1 Courses/modules/units in program for which administrative unit is responsible. List the course numbers, titles, and hours and/or credits for courses required for completion of the program designated in Table 1 for which the administrative unit is responsible. The administrative unit could be the program identified in Table 1 or any clearly identifiable group of instructional personnel who are considered as a unit for budgetary purposes, such as a department.

  2.2 Course/modules/units for which program is dependent but not responsible. List the course numbers, titles, and hours and/or credits of all courses in which students in the program identified in Table 1 must enroll to complete the program successfully

Figure 8

STUDENT DATA

A. Identification number

1. Term entered program ____ 1
2. Year entered ____ ____ 2,3
3. Sequence no. ____ ____ ____ 4,5,6
4. Program status ____ 7

B. Program completion

5. Term completed ____ 8
6. Year completed ____ ____ 9,10

C. Further Education

7. Educational status ____ 11
8. Major or program ____ ____ 12,13
   Name ____________________
9 Relatedness to program ____ 14

D. Current employement

10. Employment status ____ 15
11. Job Title ____ ____ 16,17
    Name ____________________
12. Relatedness to program ____ 18
13. Location of employment ____ 19

0 = not applicable
1 = in-district
2 = out-of-district, in-state
3 = out-of-state

14. Salary/wages (monthly) ____ ____ ____ ____ 20,21,22,23

Figure 8 continued

E. Special needs

15. Sex ____ 24
16. Race/ethnicity ____ 25
17. Disadvatagement ____ 26
18. Handicap ____ 27
19. Linguistic difference ____ 28
First Language ______________________________

F. Employer follow-up

Function	Score	
20. Computational skills	_____	29
21. Technical skills	_____	30
22. Work quality	_____	31
23. Work attitude	_____	32

etc.

G. Courses/modules/units completed

but for which the administrative unit does not provide instructors, that is, the administrative unit is not responsible for the salary of the instructors for those courses.

2.3 Courses/modules/units supporting other programs. List the numbers of courses for which the administrative unit is responsible (i.e., the administrative unit is responsible for the salary of the instructors for the courses and has curricular control of the contents of the courses) but are primarily offered for students enrolled in other programs in the college. For each course designate the other programs being supported by the instruction and the hours and/or credits for the course.

3.0 Review summary

3.1 The major questions, subquestions, and criteria for answering the questions are listed in Table 3. Major questions are identified by letters (e.g., A, B, etc.). Subquestions are identified by "zero" numbers (e.g., 1.0, 2.0, 3.0, etc.). Criteria are identified by "fractional" numbers (e.g., 1.1, 1.2, 4.3, etc.). Institutional weights should have been determined prior to the use of this display (see Section II). Furthermore, values should have been entered in the spaces provided in the criteria prior to the use of this display.

3.2 The program staff should review the program as follows:

3.2.1 Determine the extent to which the program satisfies each criterion ("fractional" numbers). When available, use the information in the displays suggested under the heading "Table" to facilitate making the decision.

3.2.2 In the space provided under the heading "Conclusion," specify whether or not each criterion has been met (e.g., 1 = criterion satisfied, 0 = criterion has not been satisfied). As an alternative, you may wish to specify the degree to which each criterion has been satisfied (e.g., 0 = criterion not satisfied, 1 = criterion somewhat satisfied, and 4 = criterion fully satisfied). Do not score criteria that are not being judged.

3.2.3 Compute the average score for each subquestion ("zero" number). As an example, criterion 1.1 has been scored as "1" and criterion 1.2 has been scored as "0." The average score for subquestion 1.0 is "0.5."

3.2.4 Multiply each "conclusion" by the institutional weight for that subquestion and enter the product in the space under the heading "Decision."

3.2.5 Review the weighted scores under "Decision" and specify whether the major question (designated by a letter) can be answered "yes" (1) or "no" (0). As alternative, enter the weighted score in the space provided for the major question under "Decision."

3.2.6 Considering the decisions for major questions (double underlined spaces) and their institutional weights, recommend whether or not to: (1) continue the program as it currently exists, (2) modify the existing program, or (3) terminate the program.

3.3 The program's advisory committee could assist with the review by confirming or disagreeing with the conclusions and decisions made by the program staff. The committee's assistance could be particularly useful when considering conclusions listed under major questions C (Is the program efficient?) and D (Should the program be modified?).

3.4 Table 3A in Appendix A could be used as a replacement or supplement to Table 3.

4.0 Program assessment. Procedures and materials developed by the institution or those proposed by the Oregon Department of Education (Appendix B) may be used to assess the program. A summary of the findings (e.g., "Self-evaluation Assessment Value Profile" suggested in Appendix B) should follow immediately after Table 4. The purpose of Table 4 is to establish the credibility of the self-assessment. Those persons who participated in the self-assessment process should be identified under item 1. Persons (such as college administrators) and/or groups (such as the program's advisory committee) who attest to the accuracy of the report should be listed under item 3. You may wish to consider the discussion on advisory committees and third-party or external evaluators presented in steps 1.2 and 1.3 of Section II.

5.0 Enrollment and total personnel cost.

5.1 Student FTE. Enter the increments of student FTE on the vertical axis of the graph. Examine Table 17 to get some idea of the numbers of student FTE involved. Each year, enter the total number of student FTE that is reported in Table 17. During the second and subsequent years, connect the points representing the number of student FTE for each year.

5.2 Personnel Cost. Enter the increments of dollars on the vertical axis of the graph. Examine Table 23 to get some idea of the amount of money involved. Each year, enter the total number of dollars for personnel costs that is reported in Table 23. Connect the points representing the number of dollars for each year.

6.0 Net income for the program.

6.1 "Income" is equal to the amount reported in Table 7 or to the sum of the following:

6.1.1 Student FTE (Table 17) times tuition for full time enrollment for one year.

6.1.2 Sum of the program fees for one year from all students enrolled in courses for which the administrative unit is responsible.

6.1.3 Student FTE (Table 17) times state support rate per student FTE.

6.1.4 Other income, such as basic grant funds for occupation education distributed under the authority of the Vocational Education Amendments of 1976 (P.L. 94-482).

6.2 "Annual cost" is equal to the sum of the following:

6.2.1 Total cost for personnel (Table 23).

6.2.2 Total cost for material and supplies, space, maintenance, contracted services, and travel (Table 24).

6.3 "Difference" is equal to "Income" less "Expenditure."

7.0 Total income.

7.1 "General college" is equal to the sum of the following:

7.1.1 Student FTE (Table 17) times tuition for full-time enrollment for one year.

7.1.2 Sum of the program fees for one year from all students enrolled in courses for which the administrative unit is responsible.

7.1.3 Student FTE (Table 17) times state support rate per student FTE.

7.2 "State vocational education" is equal to the sum of basic grant, special needs, and all other funds allocated specifically for the program under the Vocational Education Amendments of 1976.

8.0 Placement of program completers.

8.1 Using the code number in the identification number (step 3.1.5 in Section IV), identify all program completers who responded to the follow-up study. If the "Student Follow-up Survey" questionnaire (Appendix B) was used, do the following to enter information in Table 8:

8.1.1 Identify all persons who indicated that they were in full-time military service (item 1.2). Enter the number opposite "Military Service" in Table 8. Set these questionnaires aside.

8.1.2 Identify all persons who were employed in related occupations (items 1.2 and 1.3). Enter the number opposite "Employed in Related Occupation" in Table 8. Set these questionnaires aside.

8.1.3 Identify all persons who are pursuing further education (item 1.1) from the remaining questionnaires. Enter the number opposite "Further Education in Related Area." Set these questionnaires aside, too.

8.1.4 Identify all persons who are unemployed. Enter the number opposite "Unemployed." Set these questionnaires aside.

8.1.5 Identify all persons who are "Not in the labor force" (item 1.2). Enter the number opposite "Out-of labor Market." Set these aside.

8.1.6 Identify all persons who are currently attending school full-time or part-time (item 1.1) from the remaining questionnaires. Enter the number opposite "Further Education in Unrelated Area." Set these questionnaires aside.

8.1.7 Identify those persons who are employed in occupations unrelated to the program's intents (items 1.2 and 1.3). Enter the number opposite "Employed in Unrelated Occupation."

8.1.8 Compute percentages using the "Total" as the divisor. The sum of the percentages should equal 100. Enter the total number of survey questionnaires sent to program completers opposite "No. in Survey." Divide the "Total" by the "No. in Survey" and enter the percentage opposite "% Responding."

8.2 The classification scheme described above assumes a hierarchy of statuses. As an alternative use Table 8A in Appendix A which does not assume a hierarchy.

9.0 Job titles of employed program completers. Sort the "Student Follow-up Survey" questionnaires or other instrument using the code number in the identification number (step 3.1 in Section IV) to identify program completers. Sort the forms for employed program completers by job title (items 1.2 and 1.3 in the "Student Follow-up Survey") and by whether the job titles are related or unrelated to the program's intents. The use of a list of job titles as described in step 4.1.2.d in Section IV could facilitate this task. List the job titles in Table 9 and enter the number of persons who specified each job title.

10.0 Majors or programs in which program completers are enrolled. For the program completers who are pursuing further education (item 1.1 in the "Student Follow-up Survey"), sort the forms by major or area of study. List the majors and areas of study in Table 10 according to whether or not they are related or unrelated to the program's intents. Enter the number of persons who specified each major or program.

11.0 Placement of early leavers.

11.1 Using the code number in the identification number (step 3.1.5 in Section IV), identify all early leavers who participated in the follow-up study. If the "Student Follow-up Survey" questionnaire (Appendix B) was used, do as suggested in steps 8.1.1 through 8.1.8, above, with them. As an alternative, use Table 11A in Appendix A which does not assume a hierarchy.

12.0 Relationship of duration in the program and employment for early leaver.

12.1 Identify early leavers (identification number described in step 3.1.5 of Section IV) who are employed in related and unrelated occupations (items 1.2 and 1.3 of the "Student Follow-up Survey").

12.2 If you included the extent of participation in the program in the identification number (step 3.1.4 of Section IV) sort the completed questionnaires by program statuses 2, 3, 4, and 5 for those employed in related occupations. Do the same for those employed in occupations unrelated to the program's intents.

12.3 For those employed in related occupations, compute the percentage of them in each of the time categories; the four percentages under "E" should total 100 percent. Do the same for those employed in unrelated occupations.

13.0 Relationship of duration in the program and further education for early leavers.

13.1 Identify leavers (identification number described in step 3.1.5 of Section IV) who are pursuing further education (item 1.1 of the "Student Follow-up Survey").

13.2 If the extent of participation in the program was included in the identification number (step 3.1.5 of Section IV) and the item on major (step 4.1.2.e of Section IV), sort the completed instruments by program statuses 2, 3, 4, and 5 for those pursuing further education in related areas. Do the same for those pursuing education in areas unrelated to the intents of the program.

13.3 For those pursuing further education in related areas, compute the percentage of them in each of the time categories; the four percentages under "E" should total 100 percent. Do the same for those pursuing education in unrelated areas.

14.0 Labor market projections. Acquire this information from the Career and Vocational Education Section, Oregon Department of Education (378-3597).

15.0 Labor market projections by Institution. If local surveys of labor market demands have been conducted by the institution, enter the results in Table 15. Attach a brief description of the procedures used to collect the information so that the reliability of the information can be judged.

16.0 Employer satisfaction with occupational preparation of program completers. If step 6.0 of Section IV was used, do the following to complete Table 16:

16.1 Enter the description of each function or area on which supervisors rated the quality of instruction (see "Employer Questionnaire" in Appendix B).

16.2 For each function, determine the number of respondents who checked each response category, e.g., the number who indicated "5," number who indicated "4," etc.

16.3 Compute the percentage of responses in each response category for each function, e.g., compute percentages by dividing the number selecting a response category by the total number of responses for the function.

17.0 Total enrollment in the program.

17.1 Enrollment in all courses/modules/units. Enter the total number of persons who enrolled in all courses, modules or units for which the administrative unit is responsible (Table 2) during the entire academic year. A particular time for collecting this information on all courses should be set for each term.

17.2 Student FTE. Enter the total number of persons who enrolled in all courses, modules, or units for which the administrative unit is responsible during the entire academic year. Set a time during each term when this information will be collected on all courses.

17.3 Program completers. Enter the total number of persons who complete all requirements for employment in occupations that the program intended during the academic year.

18.0 Enrollment and completions in each course/module/unit.

18.1 For each course required of students enrolled in the program for which the administrative unit is responsible, enter the number of students who initially enroll under "N/IN." Set a time during each term when this information will be collected on all courses.

18.2 Compute the percentage of students who successfully complete the course by dividing the number of students who pass the course by the number of students who initially enrolled in the course (N/IN). Enter this number under "%OUT."

19.0 20.0 & 21.0 Special population groups. Information on the sex, ethnicity, handicapping conditions, disadvantaging conditions, and linguistic differences of students should be available on the reports prepared for the Oregon Department of Education.

22.0 Cost and benefits for program completers.

22.1 "Tuition and fees" is equal to the current cost for tuition and fees for full-time enrollment during one term times the total number of terms of full-time enrollment that the "normal" person would take to complete all requirements for entry into occupations intended by the program.

22.2 "Estimated salary/wages for typical occupation at bottom of career ladder" is the estimated amount of monthly pay that an individual at the bottom, e.g., unskilled or semiskilled level, of the career ladder in which the occupations for which the program is preparing students is located. As an example, "nurses aide" may be the bottom of the career ladder for the occupation "licensed practical nurse." It may be necessary to record the estimated salary/wages as a range of amounts if there are relatively large number of occupations in the "bottom" of the career ladder.

22.3 Salary/wages of program completers employed in related occupations.

22.3.1 Identify program completers by using the identification number (see step 3.1 in Section IV and step 4.0 in Section III) who responded to the follow-up survey. From this group, identify those that are employed in related occupations (items 1.2 and 1.3 in the "Student Follow-up Survey" instrument).

22.3.2 Enter the number of program completers who are employed in related occupations and have reported salary/wages (item 1.5 in the "Student Follow-up Survey").

22.3.3 Compute the mean salary/wages by dividing the sum of all salary/wages reported on the instrument (item 1.5 in the "Student Follow-up Survey" form) by the total "Number." If necessary, convert salary/wages into monthly amounts. Enter the mean opposite "Mean."

22.3.4 "Median" is the middle amount of salary/wages. Arrange the instruments in order of amount of salary/wages in monthly terms. Count the number of forms from either the highest salary/wages or the lowest salary/wages until you reach the middle salary/wages.

22.3.5 Enter the highest and lowest salary/wages opposite "Range."

23.0 Personnel costs and staffing patterns.

23.1 Instructional personnel FTE. Enter the FTE for instructional personnel in each category for which the administrative unit is responsible. The administrative unit could be the program designated in Table 1 or any clearly identifiable group of instructional personnel who are considered as a unit for budgetary purposes. If a staff member is shared by another administrative unit, only count the time allocated to your administrative unit (see 2, above). Compute the percentage of FTE by dividing the number of FTE in each category by the total number of FTE for all categories.

23.2 Instructional personnel cost. Enter the cost of all instructional personnel in each category for which the administrative unit is responsible.

24.0 Other operating costs. Enter the amount actually spent in each category. Consider only costs for annual operation of the program and not those considered as "capital" costs. Also do not consider costs which are not recurring, such as, heavy equipment, which would not normally be replaced too frequently.

25.0 Permanent, dedicated space.

25.1 List the location, e.g., room number and building, of all space that is used solely by the program or by only one or two other programs because of the uniqueness of equipment, location, arrangement, etc. (e.g., office practices laboratory, diesel mechanics laboratory).

25.2 For each location, enter the type of facility (e.g., classroom, laboratory) and the maximum number of students that the space can accommodate. You may wish to use the State's facility guide for nomenclature and standards.

25.3 For each location, list the terms that the space is used.

25.4 Usage indicators.

25.4.1 Hours. Enter the total number of hours per week that the space is assigned to the program. If the program is the only user of the space, then the number of hours is the total number of hours that instruction is offered by the college each day times the number of instructional days in the week.

25.4.2 Intensity. The intensity of use of the location is equal to the total number of students using the location during any given week while it is assigned to the program divided by the product of the total number of stations or maximum of students that the space can accommodate at any given time (see 25.2, above) and the total number of hours assigned to the program per week (25.4, above). The intensity can also be expressed as follows:

$$\text{Intensity} = \frac{S}{M \times H}$$

When: S = total number of students during any given week who are using the location when it is assigned to the program per hour (procedures for accomplishing step 18.0, above, may be related).

M = total number of stations or maximum number of students who can use the location at any given time.

H = total number of hours that the location is assigned to the program.

25.5 Table 25A (Appendix A) may be used in place of or as a supplement to Table 25.

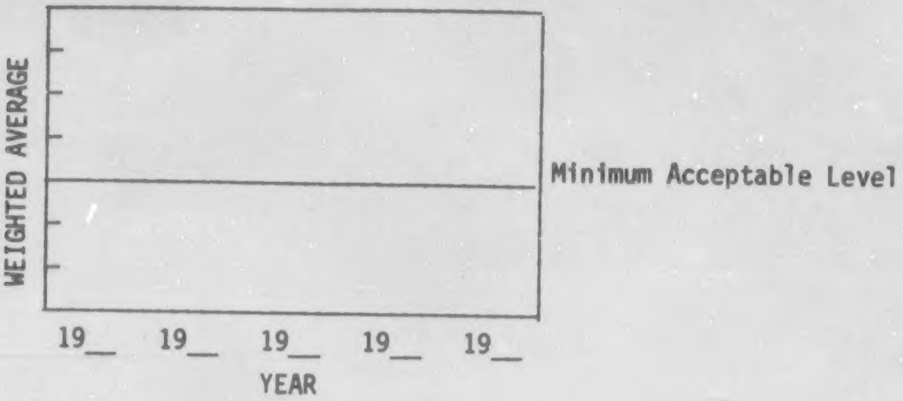
APPENDIX A

Alternative Displays for the Program Status Handbook

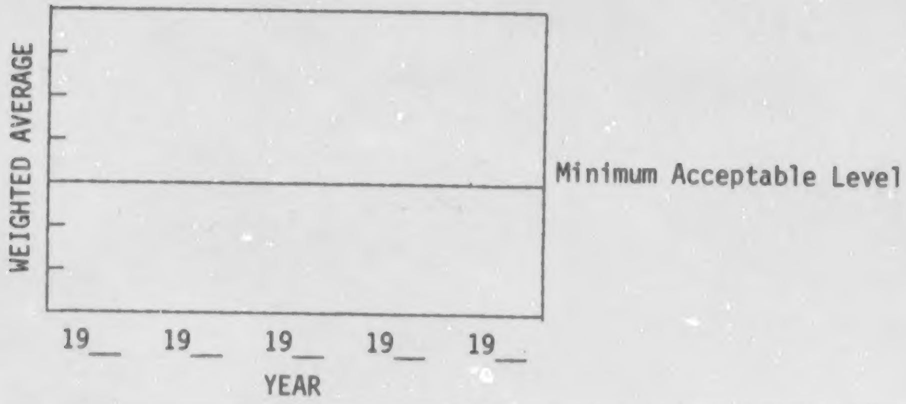
3A

REVIEW SUMMARY PROFILE

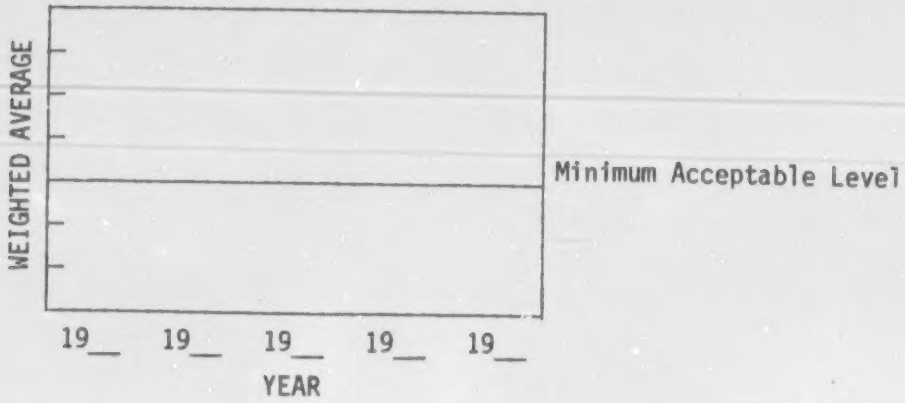
PROGRAM EFFECTIVENESS



PROGRAM COST



PROGRAM EFFICIENCY



Number and Percentage of Program Completers
by Employment and Education Status
During 19__

		EDUCATIONAL STATUS											
EMPLOYMENT STATUS		Not Attending School		Full-time Related		Part-time Related		Full-time Unrelated		Part-time Unrelated		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%
Employed	N												
	%												
Military Service	N												
	%												
Unemployed	N												
	%												
Out-of Labor Market	N												
	%												
TOTAL	N												
	%												

No. in Survey =

% Responding =

11A

Number and Percentage of Early Leavers by Employment and Education Statuses During 19__

EDUCATIONAL STATUS

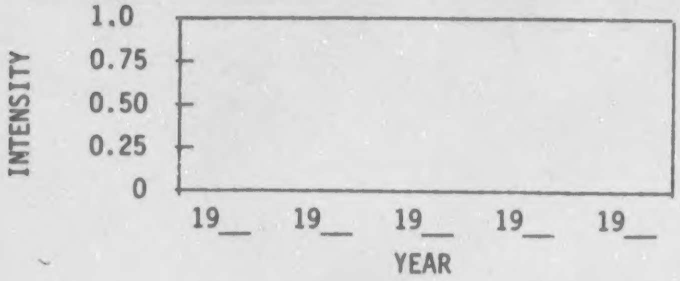
EMPLOYMENT STATUS		Not Attending School		Full-time Related		Part-time Related		Full-time Unrelated		Part-time Unrelated		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%
Employed	N												
	%												
Military Service	N												
	%												
Unemployed	N												
	%												
Out-of-Labor Market	N												
	%												
TOTAL	N												
	%												

No. in Survey =

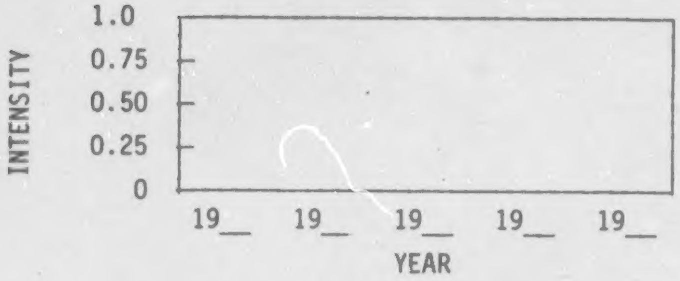
% Responding =

Utilization Intensity* of Space Dedicated to the Program

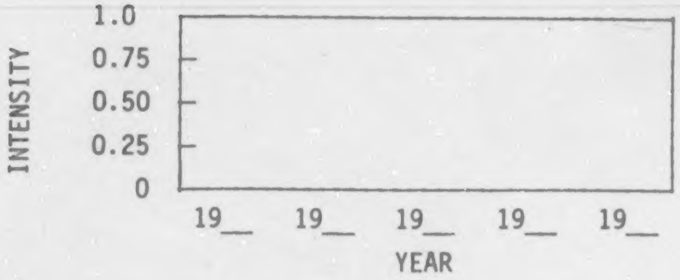
Location______________ Type______________________



Location______________ Type______________________



Location______________ Type______________________



---

* Intensity of Utilization = (Total number of students using location each hour per week) ÷ (Total number of stations in location X Total number of hours in school week)

APPENDIX B

STATEWIDE EVALUATION SYSTEM FOR VOCATIONAL EDUCATION: GUIDELINES

STATEWIDE EVALUATION SYSTEM FOR VOCATIONAL EDUCATION

GUIDELINES

OREGON DEPARTMENT OF EDUCATION
INSTRUCTION DIVISION
CAREER & VOCATIONAL EDUCATION

DISCUSSION DRAFT
7/21/78

Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

Instructional Services Division
Career and Vocational Education

Discussion Draft
Revised 7/21/78

GUIDELINES

TABLE OF CONTENTS

	Page
PURPOSE	2 (67)
USES OF THE EVALUATION FINDINGS	2 (67)
VOCATIONAL EDUCATION PROGRAM DEFINED	3 (68)
EVALUATION SUBSYSTEMS DEFINED	3 (68)
EVALUATION PROCEDURES	3 (68)
EVALUATION WITHIN THE SUBSYSTEMS	8 (72)
Subsystem One. Planning and Operational Processes	8 (72)
Subsystem Two. Student Achievement	8 (72)
Subsystem Three. Follow Up	9 (73)
Subsystem Four. Additional Services for Special Populations	10 (74)
THE EVALUATION REPORT PACKAGE	11 (75)
APPENDICES	
A. Evaluation Plan	12 (76)
B. Evaluation Progress Report	15 (80)
C. Self-Evaluation Instrument	16 (81)
D. Summary of Achievement Data	24 (82)
E. Student Follow-up Survey Form	25 (83)
F. Employer Questionnaire	27 (85)
G. Report on Additional Services to Special Populations	29 (87)

STATEWIDE EVALUATION SYSTEM FOR VOCATIONAL EDUCATION

GUIDELINES

PURPOSE

The purpose of these guidelines is to establish a comprehensive evaluation system for vocational education which will fulfill data needs of local education agencies (LEAs) and community colleges (CCs) and provide for evaluative requirements of state and federal agencies. Each formally organized vocational educational program will be evaluated every five years. Evaluation findings will be used to improve vocational education in terms of product, access and quality and to report summaries of such findings to selected state and federal agencies.

USES OF THE EVALUATION FINDINGS

The evaluation system described herein is designed to collect data:

1. To assist local education agencies and community colleges to operate the best possible programs of vocational education;

2. To provide information for the State Board of Education for use in revision and improvement of Oregon's programs of vocational education;

3. To provide information for use by the Governor's State Advisory Council for Career and Vocational Education in developing its annual evaluation;

4. To provide data for development of the state's accountability report including measures of the achievement of the state's five-year goals and summaries of evaluation findings.

VOCATIONAL EDUCATION PROGRAM DEFINED

For the purposes of these guidelines, vocational education programs are those designed to develop in students the skills, attitudes, and knowledge needed for entry employment in an occupation or a family of related occupations (clusters) or to prepare them for more specialized preparation through on-the-job training apprenticeship programs, programs in private vocational schools, community colleges or in four-year colleges or universities. In the context of this definition, for example, agriculture would be a curriculum area, agriculture production a program and plant propagation a course. Only those programs reportable in six digit USOE code are involved. In secondary schools the USOE code number that is the closest designation to the curriculum name of the program shall be used.

EVALUATION SUBSYSTEMS DEFINED

The evaluation system consists of four subsystems that correspond to the four dimensions of evaluation required in Section 104.402 of the Rules and Regulations implementing the Vocational Education Act of 1976:

Subsystem One. Planning and Operational Processes

Subsystem Two. Student Achievement

Subsystem Three. Follow-up

Subsystem Four. Additional Services for Special Populations

EVALUATION PROCEDURES

Planning, conducting and following up the evaluations of vocational education programs in each LEA or community college will normally occur over a three-year period unless otherwise mutally agreed upon by the LEA or community college and the Department of Education. The procedures are as follows:

Planning Year: Upon request by the Department of Education, an LEA or community college will file an evaluation plan covering the vocational education programs specified by the Department for evaluation during the subsequent year. Negotiation and approval of the evaluation plan will be completed by June 1 of the planning year.

Evaluation Year: Those LEAs and community colleges whose evaluation plans have been approved by the Oregon Department of Education will conduct and report Subsystem One, Subsystem Two and Subsystem Four (except student and employer follow-up) evaluations according to their approved evaluation plans.

Follow-up Year: Those LEAs and community colleges that completed Subsystem One, Subsystem Two and Subsystem Four (except student and employer follow-up) evaluations during the prior year will conduct and report Subsystem Three and Subsystem Four (student and employer follow-up) evaluations according to their approved evaluation plans.

Detailed guidelines for the evaluation procedures are as follows:

Planning Year

1. Each vocational education program is to be evaluated at least once every five years. By May 1, 1978, the Department of Education will contact LEAs listed on the Department's subsequent year's standardization visit schedule. The Department will survey each community college to determine whether it wants to evaluate all of its vocational programs in a one or two-year period, or evaluate one-fifth of its programs each year, or one-third of its programs each year, or use other procedures.
2. By January 1, the Oregon Department of Education will request the LEAs and CCs whose vocational education programs are to be evaluated the succeeding year to file a plan with the Department by March 1 showing how the data are to be collected for each evaluation subsystem. A copy of these guidelines and an Evaluation Plan form (APPENDIX A) will be sent to the LEAs and CCs with the Department's written request.

3. By April 15, the Department of Education will notify in writing each LEA and CC that has submitted an Evaluation Plan for the succeeding year as to approval of the plan or as to additional information needed before approval can be given.

4. By June 1, the Department of Education will have assisted LEAs and CCs that are to be evaluated the succeeding year so that each has an approved Evaluation Plan and schedule. LEA and CC contact persons for evaluation, designated on the Evaluation Plan form, will be advised of the Oregon Department of Education staff member assigned to coordinate evaluation activities for their LEAs or CCs. Where specific dates are required to be scheduled that involve both the Department of Education and the LEA or CC, as in the case of standardization visits (LEAs) or visiting teams subsequent to self-evaluations (CCs) or other, the local contact person for evaluation and the assigned Department of Education coordinator will schedule such activities.

Evaluation Year

1. Each LEA and community college whose vocational education programs are scheduled for evaluation this year (LEA evaluations will coincide with the Department's Standardization Schedule) will collect and summarize data, as specified in its approved Evaluation Plan, for Subsystem One. Planning and Operational Processes and Subsystem Two. Student Achievement and Subsystem Four. Additional Services for Special Populations (except student and employer follow-up data).

2. By December 31, each LEA and CC conducting evaluation of its vocational education programs will send the Oregon Department of Education a brief Evaluation Progress Report (APPENDIX B).

3. By June 30, each LEA and CC conducting evaluation of its vocational education programs will send the Oregon Department of Education data and summaries of data, as specified in its approved Evaluation Plan, for Subsystems One, Two and Four (except student and employer follow-up data). A cover letter from the LEA and CC will transmit the data and summaries of data, describing any problems encountered in collecting data and suggesting any changes that might improve data collection procedures.

Follow-up Year

1. Each LEA and community college whose vocational education programs were evaluated last year for Subsystem One and Subsystem Two will collect and summarize data, as specified in its approved Evaluation Plan, for Subsystem Three. Follow-up and Subsystem Four. Additional Services for Special Populations (student and employer follow-up data only).
2. The target populations for collection of data for Subsystem Three. Follow-up will be those students, or samples of those students, who completed or left vocational education programs last year, and employers of those graduates.
3. Collection of data for Subsystem Three. Follow-up will occur between January 1 and April 30 or on other schedule in the Evaluation Plan.
4. By June 30 each LEA and CC conducting data collection for Subsystems Three and Four (student and employer follow-up data) this year will send the Oregon Department of Education data and summaries of data as specified in its approved Evaluation Plan. A cover letter from the LEA or CC will transmit the data and summaries of data, describing any problems encountered in collecting data and suggesting any changes that might improve data collection procedures.

EVALUATION WITHIN THE SUBSYSTEMS

Subsystem One. Planning and Operational Processes

Data collected for this subsystem fall into four categories:

A. Quality and Availability of Instruction
B. Guidance, Counseling, Placement, Follow-up and Other Supportive Services
C. Facilities and Equipment
D. Staffing

Community Colleges:

A suggested self-evaluation instrument for use by CCs to collect these data for each vocational education program appears in Appendix C. A CC may use the instrument as it appears in Appendix C, in which case the CC may use the instrument with or without reaction ratings by an outside team to validate the self-evaluation. If they wish, CCs may add items at the end of each category in the instrument and rate those items. CCs are urged to use staff committees to arrive at the ratings, to confer with students to determine the rating on item A. 1.13 and to use an outside team to validate the self-evaluation. If an outside evaluation team is not utilized, provision for sample audit of the evaluation results by ODE specialists must be made.

A CC may choose to specify in its Evaluation Plan the use of an instrument other than the suggested form in Appendix C to collect Subsystem One data. Upon approval by the Oregon Department of Education, an alternative instrument may be used.

Secondary Schools:

Department of Education Program Specialists, cooperatively with Regional Career Education Program Coordinators will conduct Subsystem One evaluations as part of the standardization process or on a schedule to be determined in the specialists' evaluation plan. They will draft evaluative criteria in Categories A-D above, negotiate them with districts to be evaluated and implement the evaluation plans. Specialists and Regional Career Education Coordinators will assist with data collection as requested by the Department.

Subsystem Two. Student Achievement

During the evaluation year, each LEA and CC will collect student achievement data on students enrolled in each of its vocational education programs as defined on Page three of these GUIDELINES. Students may be chosen as follows or in some other way specified in the approved Evaluation Plan:

- In each vocational education program enrolling one to five students, achievement data will be collected on each student.

- In each vocational education program enrolling five or more students, three students will be randomly selected for whom achievement data will be collected.

LEAs and CCs will collect student achievement data using any of the following or other quantitative measures they specified in their Evaluation Plan:

1. Course grades, expressed in terms of percentage of 100, or 4.00 GPA, or A-F.
2. Standard occupational proficiency measures.
3. Criterion referenced tests.
4. Competencies certification.
5. Other quantitative measures of students' skills, knowledge, attitudes and readiness for entering employment successfully.

Summaries of student achievement data for each program will be submitted to the Department of Education by June 30 of the Evaluation Year, along with interpretative material that will help clarify the achievement data summary. The LEA or Community College will retain for three years actual student achievement data and make them available to the Department of Education for review upon request. A suggested form for submitting summaries of achievement data appears in Appendix D.

Options chosen for collecting student achievement data will be specified by each LEA and CC in their Evaluation Plan, Appendix A. LEAs and CCs are urged to, whenever possible, measure student achievement data via proficiency measures, criterion referenced tests or competency certification.

Subsystem Three. Follow-up

Student follow-up data must be reported separately for vocational "program completers" and "program leavers." "Program completer" refers to a student who finishes a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills. "Program leaver" refers to a student who has been enrolled in and has attended a program of vocational education (which is part of a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills) and has left the program without completing it, except that no student shall be counted as a program leaver who is still enrolled in another program of vocational education.

Community Colleges:

Student follow-up data must be collected separately for program completers and program leavers as defined earlier in this document. The following completers and leavers must be followed up:

1. All completers;
2. All leavers who completed more than 50 percent of the program; and
3. Ten percent (one in ten) of the leavers who completed at most 50 percent of the program. The students in this category who become a part of the 10% sample shall be selected in a statistically acceptable manner (e.g., strictly random, every tenth student, students with Social Security Account numbers ending in a certain digit, etc.).

A CC may choose to send its own follow-up form to its former students. This is permissible if each of the items on the Student Follow-up Survey Form, Appendix E, is included in the alternate instrument.

Secondary Schools:

Student follow-up data must be collected separately for program completers and program leavers as defined earlier in this document. The following completers and leavers must be followed up:

1. All completers;
2. All leavers who completed more than 50 percent of the program; and
3. Ten percent (one in ten) of the leavers who completed at most 50 percent of the program. The students in this category who become a part of the 10% sample shall be selected in a statistically acceptable manner (e.g., strictly random, every tenth student, students with Social Security Account numbers ending in a certain digit, etc.)

An Employer Survey form appears in Appendix F. Alternate forms may be used if each of the items on the Employer Survey Form, Appendix F, is included. LEAs and CCs wishing to use alternative procedures for surveying employers (e.g., using advisory committees, interviews with individual employers or panels of employers rather than mail questionnaires) should so indicate in their Evaluation Plan. If mail is used the school should maintain a "locator" card on which the student names someone beside his/her spouse who will always know where they are. Employers surveyed must be employers of students whose preparation was in the vocational program being evaluated.

Options chosen for collecting follow-up data from former students and their employers will be specified in the LEA's or CC's approved evaluation plan.

Subsystem Four. Additional Services for Special Populations

By June 30 of their Evaluation Year of another time specified in their Evaluation Plan, each LEA and CC will review the data collected for Subsystems One and Two and identify additional services provided for the following special populations:

1. Women
2. Members of minority groups
3. Handicapped persons
4. Disadvantaged persons
5. Persons of limited English-speaking ability

The LEA or CC will complete the Report on Additional Services to Special Populations form, Appendix G, and send it to the Department of Education by June 30 of their Evaluation Year or at another time specified in the LEA's or CC's Evaluation Plan. By June 30 of their Follow-up Year each LEA and CC will review the data collected for Subsystem Three and identify services provided such special populations subsequent to their completing or leaving programs. A supplemental report (Appendix G) will be sent to the Department by June 30 of the Follow-up Year.

THE EVALUATION REPORT PACKAGE

In summary, LEAs and CCs will conduct vocational program evaluations designed to collect and analyze data needed to file the following documents with the Oregon Department of Education:

1. An Evaluation Plan (Appendix A) for Vocational Program(s)--one document.

2. An Evaluation Progress Report (Appendix B)--one document.

3. Subsystem One (CCs). Self-Evaluation of Planning and Operational Processes (Appendix C or approved alternate)--one document per vocational program. Subsystem One (Secondary Schools). Standardization Report--one document per vocational program.

4. Subsystem Two. Student Achievement Data Summary (Appendix D or approved alternate)--one document per vocational program.

5. Subsystem Three. Summary of Student Follow-up Survey (narrative summary plus student follow-up surveys)--one document per vocational program.

6. Subsystem Three. Summary of Employer Survey (Narrative summary plus composite of Employer surveys)--one document per vocational program.

7. Subsystem Four. Report of Additional Services to Special Populations (Appendix G)--one document by June 30 of Evaluation Year and one Supplemental document by June 30 of Followup Year.

APPENDIX A
EVALUATION PLAN
For the Following Vocational Education Programs:

(Title and Number, if applicable)

(Attach a page if additional programs are included in this Evaluation Plan.)

Contact Person for Evaluation

Date Plan Submitted ____________

Name ____________

School District ____________

Position ____________

Community College ____________

Telephone ____________

Official Filing Plan ____________
Name Position

Subsystems ONE, TWO and FOUR (except student and employer follow-up) Evaluations will be conducted during the period ____________ to ____________.

Subsystems THREE and FOUR (student and employer follow-up) Evaluations will be conducted during the period ____________ to ____________.

In column (2), check all that apply:

SUBSYSTEM ONE. PLANNING AND OPERATIONAL PROCESSES

(1)	(2)	(3) Comment
1. CC's: Data will be collected by means of the Self-Evaluation Instrument, (Appendix E)	☐	____________
or a different instrument (attached)	☐	____________
a. with visiting team	☐	____________
b. with visiting team reaction ratings	☐	____________
c. with additional items at the end of categories in the instrument (see attached copy of instrument)	☐	____________
d. with use of a staff committee	☐	____________
e. with use of a lay advisory committee	☐	____________
f. with student input (Data will be collected in secondary schools through the Standardization process.)	☐	____________

(1)	(2)	(3) Comment
2. Additional data relative to Planning and Operation Processes will be submitted, based on findings in:		
Evaluative Criteria Reviews	☐	____________
Other Self-Evaluations	☐	____________
NW Accreditation Visits	☐	____________
Other, Specify ____________	☐	____________
3. An Evaluation Progress Report, Appendix D, will be filed with the Oregon Department of Education by December 31 of our evaluation year, or by ____________.		____________

4. Data will be tabulated, summarized and sent (with Subsystem Two. Summaries of Student Achievement data attached) to the Oregon Department of Education by June 30 of our evaluation year, or by ____________________.

(1) SUBSYSTEM TWO. STUDENT ACHIEVEMENT	(2)	(3) Comment
1. Quantitative data on measures of students' skills, knowledge, attitudes and readiness for entering employment successfully will be collected by any of the following means:		
a. Course grades, expressed in terms of letter or numerical measure	☐	____________
b. Standard occupational proficiency measures	☐	____________
c. Criterion referenced tests	☐	____________
d. Competencies certification	☐	____________
e. Other quantitative measures please specify ____________	☐	____________
____________	☐	____________
____________	☐	____________
2. Student achievement data will be collected using sampling techniques described on page of the Guidelines.	☐	____________

(1) (2) (3)
Comment

3. Other sampling techniques will be used; specify ____________________

Summaries of student achievement data relative to each vocational education program will be attached to the Self-Evaluation Instruments for each program covered by this plan and sent to the Department of Education by June 30 of our evaluation year, or by ____________________.

SUBSYSTEM THREE. FOLLOW-UP

Comment

1. Data will be collected from a sample of former students of vocational education, using:
    - a. The Student Follow-Up Survey Form, Appendix E. ____________________
    - b. The LEAs and CCs own follow-up survey that includes the items in the Student Follow-Up Survey Form, Appendix E. ____________________
    - c. Other procedures, Specify ____________________ ____________________

2. Follow-up data will be tabulated, summarized and sent to the Department of Education by June 30 of our follow-up year, or by ____________________.

Comment

3. Data will be collected from a sample of employers of former students of vocational education using:
    - a. The Employer Questionnaire Form, Appendix F. ____________________
    - b. The LEAs or CCs own employer questionnaire that includes these items in the Employer Questionnaire, Appendix F. ____________________
    - c. Interviews with advisory committee of panel of employers. ____________________
    - d. Other procedures, Specify ____________________

SUBSYSTEM FOUR. ADDITIONAL SERVICES TO SPECIAL POPULATIONS

1. Data will be collected by examining data collected for Subsystems One and Two and identifying additional services relative to vocational education provided to special populations.

2. The Report on Additional Services to Special Populations form, Appendix G, will be used to report the findings to the Department of Education by June 30 of the Evaluation Year, or by ______________________________.

ADDITIONAL COMMENTS

3. Data will be collected by examining data collected for Subsystem Three and identifying additional services provided for Special Populations subsequent to their completing or leaving programs. A supplemental report, Appendix G, will be sent to the Department by June 30 of the Follow-up Year, or by ______________________.

Date Evaluation
Progress Report
Received by the
Department of Education ______

APPENDIX B
EVALUATION PROGRESS REPORT
For the Following Vocational Education Programs

________________________________ ________________________________
(Title and Number, if applicable)

________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________
________________________________ ________________________________

(Attach a page if additional programs are included in this Evaluation Plan.)

Contact Person for Evaluation

Date Plan Submitted ______________________

Name ______________________

School District ______________________

Position ______________________

Community College ______________________

Telephone ______________________

Please check all that apply:

_____1. Our data collection is proceeding according to our approved evaluation plan.

_____2. We are having problems, specifically ______________________

____

____

_____3. We anticipate a problem with ______________________

____

____

_____4. Please send me information on: ______________________

____

____

_____5. Please call

GENERAL COMMENTS:

APPENDIX C

SELF-EVALUATION INSTRUMENT

(This instrument will vary depending on institutional needs).

APPENDIX D

SUMMARY OF ACHIEVEMENT DATA

LEA or Community College ______________________

Vocational Program ______________________
(Title and No. if applicable)

USOE CODE ______________________

Evaluation Period ______________________

1. Purpose of achievement data:

____Measure program goals
____Measure course goals
____Measure criterion-referenced items
____Measure competencies
____Other: Specify ______________________

2. Type(s) of measures used:

______________________ Pre-post? ____Yes ____No
______________________ Pre-post? ____Yes ____No
______________________ Pre-post? ____Yes ____No
______________________ Pre-post? ____Yes ____No

3. Population:

____Total class of ____students.
____Sample of ____students of ____ in class. Sampling procedures used were: ______________________
____Other: Specify ______________________

4. Narrative summary of student outcomes on measures indicated above (retain achievement data in files for review by Department of Education upon request):

APPENDIX E
STUDENT FOLLOW-UP SURVEY FORM

Former Student's Name____________________

___Completed_____Did not Complete
Vocational Program

Last Attended LEA or Community College on:

____
Date

To be completed by LEA or Community College

Vocational Program____________

LEA or Community College____________

(Note: The above or comparable data will appear on a precoded address label at the time of distribution.)

Please answer the following questions by placing an "X" in the appropriate blank and/or circling the appropriate response. Fold the questionnaire so that the return address is showing and mail. No stamp is needed.

1.1 What is your current education status? (Check one)

___Currently attending school full-time

___Currently attending school part-time

___Not currently attending school

___If in school, is your current study program related to your former vocational program

1.2 What is your current employment status? (Check one)

___Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)

___Full-time military service

___Unemployed (Not employed, but actively seeking employment.)

___Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

(Note: If you are currently employed, please answer the remaining questions. Otherwise, skip questions 1.3-1.6 and go on to questions 2.1 and 2.2)

1.3 Please provide the following information on your present job:

PRESENT JOB INFORMATION

Job Title____________________________________

Job Duties____________________________________

1.4 Is this job related to your field of vocational training?

___Yes, it is directly or closely related

___No, it is only remotely related or is not related at all

1.5 What is your current salary? $_________per______

1.6 The salary in the preceding item is based on_______hours per week employment.

2.1 Were you on active duty in the armed forces of the United States when you completed your course of study?

(1) Yes
(2) No

2.2 If you are not available for employment in the area of your training, which of the following best describes the reason?

(1) I became disabled and cannot do this type of work.
(2) I was unwilling to move to a new locality to take an available job.
(3) I am continuing my schooling.
(4) My marital status changed causing me to forego a new career.
(5) I took the course for personal enrichment, avocational, recreational purposes (not under GI Bill).
(6) Other, please describe____

____

Thank you very much for your cooperation.

APPENDIX F
EMPLOYER QUESTIONNAIRE

To Be Completed by LEA or Community College:
Vocational Student ____________________
Vocational Program ____________________
Class of _____ Completer ☐ Leaver ☐

Date ____________________

Name of Employer ____

Employer's Address ____

How long has the employee worked with your firm? ____________ Job Code ____

Please complete all questions on this form even if the employee no longer works for your firm. Please have a supervisor familiar with the work of the employee fill out the questionnaire.

Name and Title of Supervisor ____

Employee's Job Title ____________________ Brief Description of Employee's Duties ____

____

____

Please indicate your rating of the vocational training received by the employee as compared with other workers in the same work group. If the employee is the only one doing this work, please compare the work with previous employees or with your expected work standards.

	Has all of skills needed	Has most of skills needed	Has many of skills needed	Has few of skills needed	Has none of skills needed	Not Observed
Computation skills of the job	5	4	3	2	1	
Technical skills of the job	5	4	3	2	1	
Communication skills of the job	5	4	3	2	1	
Manipulative skills used on the job	5	4	3	2	1	
Work quality	5	4	3	2	1	

	Uses all safety procedures	Uses most safety procedures	Uses many safety procedures	Uses few safety procedures	Uses no safety procedures	Not observed
Safety procedures	5	4	3	2	1	0

	Very high productivity	High productivity	Good productivity	Low productivity	Very low productivity	Not observed
Work quantity	5	4	3	2	1	0

	Very Positive	Positive	Neither positive nor Negative	Negative	Very Negative	Not observed
Work attitude	5	4	3	2	1	0

What is your overall rating of the vocational training received by the individual as it relates to the requirements of his or her job?

Very good	Good	Satisfactory	Poor	Very Poor
5	4	3	2	1

To what extent is the above named former vocational student prepared to perform the job in relation to other employees without vocational training?

_____ No basis for comparison

_____ Vocational student is better prepared

_____ About the same

_____ Vocational student is less well prepared

Thank you for your cooperation.

APPENDIX G

Date Report Received
by the Department
of Education ____________

REPORT ON ADDITIONAL SERVICES TO SPECIAL POPULATIONS

Contact Person for Evaluation

Name ____________

Position ____________

Telephone ____________

Date Submitted ____________

School District ____________

Community College ____________

Please check and/or list and describe additional services relative to vocational education programs that your school district or community college provided special populations during the evaluation period covered by this report.

1. Women

___ Reduced sex role stereotyping in curriculum and materials

___ Revised recruiting and admission practices

___ Other, specify ____________

Describe briefly the additional services your district provided:

2. Members of Minority Groups

___ Reduced racial and other minority group stereotyping in curriculum and materials

___ Revised recruiting and admission practices

___ Other, specify ____________

Describe briefly the additional services your district provided:

3. Handicapped Persons

___ Special equipment, including ____________________

___ Special facilities, including ____________________

___ Special materials, including ____________________

___ Other, specify ____________________

Describe briefly the additional services your district provided:

4. Disadvantaged Persons

___ Special tutoring

___ Work-study provisions

___ Other, specify ____________________

Describe briefly the additional services your district provided:

5. Persons of Limited English-Speaking Ability

___ Special tutoring

___ Special materials

___ Special equipment

___ Other, specify ____________________

Describe brtiefly the additional services your district provided:

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

III. PROGRAM STATUS

MANPOWER STUDIES INSTITUTE
OREGON STATE UNIVERSITY

This document was developed pursuant to a grant from the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oregon Department of Education and no official endorsement should be inferred.

REVIEW AND DECISION MAKING FOR OCCUPATIONAL EDUCATION PROGRAMS IN OREGON

Part III

Program Status

Gary W. Sorenson

and

Warren N. Suzuki

Manpower Studies Institute
Oregon State University

in cooperation with the

Career and Vocational Education Section
Oregon Department of Education

October 1978

DISPLAYS

Display Number

Suggested Cover Page

Summary Information

Program Identification and Description 1
Courses/Modules/Units. 2
Review Summary 3
Self-evaluation 4
Enrollment and Personnel Cost 5
Net Income 6
Amount of Income Generated by the Program per Year 7

Program Effectiveness

Number and Percentage of Program Completers in Each Employment Status by Year 8
Number of Program Completers who are Employed by Job Title by Year 9
Number of Program Completers who are Pursuing Further Education by Major or Program by Year 10
Number and Percentage of Early Leavers in Each Employment Status by Year 11
Percentage of Employed Early Leavers who were Employed and Not Employed in Related Occupations by Duration that They Participated in the Program by Year 12
Percentage of Early Leavers who were Pursuing Further Education in Related Areas and Unrealted Areas by Duration that They Participated in the Program by Year . . 13
Labor Market Demand in Occuaptions Related to the Program as Estimated by the Oregon Department of Education and Other Sources 14
Projections of Labor Market Demands for Administrative District--Alternative Sources 15

Number and Percentage Distribution of Responses by Supervisors on the Adequacy of Performace of Technical and Non-technical Functions by Program Completers Employed in Related Occupations 16

Number of Students Enrolled in Courses/Modules/Units for Which Program is Responsible, Student Full-time Equivalents, and Number of Program Completers by Year . . . 17

Total Number of Students who Initially Enroll in and Percentage who Complete Successfully each Course/Module/Unit for Which Program is Responsible by Year 18

Number and Percentage of Students Enrolled in Program in Each Special Population Group by Year 19

Number and Percentage of Students who Completed the Program by Group and by Year 20

Number and Percentage of Program Completers who were Employed by Group and by Year 21

Program Cost

Estimated Cost and Benefit for Program Completers 22

Personnel Cost (FTE and Salary and Benefits). 23

Annual Expenditures for Materials, Space, Maintenance, Contracted Services, and Travel by Year 24

Type and Utilization of Permanent, Dedicated Space Currently being Used Exclusively by the Program 25

PROGRAM STATUS

(Program Designation)

(Program Name)

(Administrative Unit for Program)
(Name of Community College)
(Address of Community College)

PROGRAM DESIGNATION:

PROGRAM NAME:

PROGRAM MISSION:

Date Approved:

Date(s) Revised:

COURSES/MODULES/UNITS IN PROGRAM FOR WHICH ADMINISTRATIVE UNIT IS DIRECTLY RESPONSIBLE

COURSE NUMBER	COURSE TITLE	HOURS LECTURE	HOURS LAB	CREDITS

COURSES/MODULES/UNITS FOR WHICH PROGRAM IS DEPENDENT BUT NOT RESPONSIBLE

COURSE NUMBER	COURSE TITLE	HOURS LECTURE	HOURS LAB	CREDITS

COURSES/MODULES/UNITS SUPPORTING OTHER PROGRAMS

COURSE NUMBER	SUPPORTED PROGRAM(S)	HOURS LECTURE	HOURS LAB	CREDITS

REVIEW SUMMARY

Review Period ______________________________

Criterion	Table	Conclusion	Institutional Weight	Decision
A. IS THE PROGRAM EFFECTIVE?			______	______
1.0 Are former students employed or pursuing further education?		________	______	______
1.1 _________percent of program completers are employed or pursuing further education in related occupations.	8,9,10	________		
1.2 _________percent of early leavers are employed or pursuing further education in related occupations.	11,12,13	________		
2.0 Are labor market demands being met?		________	______	______
2.1 There is a minimum of______ positions available in the labor market in the related occupations.	14,15	________		
2.2 _________percent of program completers are adequately prepared to perform the necessary functions of related occupations.	16	________		
3.0 What are the enrollment trends for the program?		________	______	______
3.1 At least ________students are enrolled in the program.	17	________		
3.2 At least ________students are enrolled in each course in the program.	18	________		
4.0 Does the program provide equal opportunity for special population groups?		________	______	______

	Criterion	Table	Conclusion	Institutional Weight	Decision
4.1	________ percent of the students enrolled in the program are in special population groups.	19	________		
4.2	________ percent of program completers are in special population groups.	20	________		
4.3	________ percent of program completers who are in special population groups are employed in related occupations.	21	________		
B.	ARE THE COSTS ACCEPTABLE?			________	________
5.0	What are the costs to students for participating in the program?	22	________		
6.0	What are the costs for conducting the program?		________	________	________
6.1	The total operating cost for the program should not exceed $________.	23,24	________		
6.2	Space dedicated to the program being utilized adequately.	25	________		
C.	IS THE PROGRAM ESSENTIAL?			________	________
D.	IS THE PROGRAM EFFICIENT?			________	________
7.0	Can the costs of the program be altered without affecting program effectiveness?		________	________	________
7.1	Staffing patterns should not be changed.		________		
7.2	Consumption of instructional materials should not be changed.		________		
7.3	Leasing of instructional equipment should not be changed.		________		
7.4	Leasing of instructional space should not be changed.		________		

Criterion	Table	Conclusion	Institutional Weight	Decision
7.4 Leasing of instructional space should not be changed		________		
7.5 Contracted services should not be changed.		________		
8.0 Can total instructioanl time be reduced without affecting program effectiveness?		________		
8.1 Amount of student contact time should not be reduced.		________		
8.2 A reduction in total instructional time would result in a reduction in cost of materials, equipment, and/or space.		________		
E. SHOULD THE PROGRAM BE MODIFIED?		________	_____	________
9.0 The program can be made effective and efficient.		________		
10.0 The cost for modifying program is acceptable.		________		
11.0 The cost of the modified program is acceptable.		________		

RECOMMENDATIONS:

______ Continue program as is.
______ Modify existing program.
______ Terminate existing program.

Program Coordinator/Director:____________________ Date:____________

____

______ Continue program as is.
______ Modify existing program.
______ Terminate existing program.

Advisory Committee Chairperson____________________ Date:____________

____

______ Continue program as is.
______ Modify existing program.
______ Terminate existing program.

Dean:____________________ Date:____________

SELF-EVALUATION

1. The Assessment Value Profile appearing on the next page is the results of a self-evaluation conducted by the following persons:

NAME	POSITION

2. The self-evaluation was completed on ______________________.

3. The results of the self-evaluation reported on the next page were verified by the following person(s):

NAME	POSITION

4. The results of the self-evaluation were verified on ___________.

Enrollment (Student FTE) in Courses/Modules/Units for which Program is Responsible and Total Personnel Cost by Year

Student FTE

Personnel Cost

NET INCOME

Amount in Dollars of Income
(Tuition, Fees, and Other Sources)
Less Recurring Costs By Year

	AMOUNT ($) PER YEAR				
	19__	19__	19__	19__	19__
Income [1]					
Expenditure [2] (see Displays 23 and 24)					
Difference					

---

[1] Income = (Student FTE x Tuition Rate for one year full-time enrollment) + Program Fees + (Student FTE x State Support Rate per Student FTE) + Other Income.

[2] Annual Cost = Annual Recurring Costs for Personnel in display 23 plus the total of all other annual operating costs reported in display 24.

AMOUNT OF INCOME GENERATED BY THE PROGRAM PER YEAR

	AMOUNT PER YEAR				
SOURCE OF INCOME	19__	19__	19__	19__	19__
General College					
State Vocational Education					
Other __________					
__________					
TOTAL					

A. IS THE PROGRAM EFFECTIVE?

	Issue	Display(s)
1.0	Are former students employed or pursuing further education?	
1.1	Were program completers employed in occupation(s) for which they were prepared or in related occupations during the past five years?	8,9,10
1.2	Were early leavers employed or pursuing further education in related occupations during the past five years?	11,12,13

Number of Program Completers who are Employed by Job Title by Year

	NUMBER PER YEAR				
JOB TITLE	19__	19__	19__	19__	19__
Related Occupations					
Unrelated Occupations					
TOTAL					

Number of Program Completers who are Pursuing Further Education by Major or Program by Year

	NUMBER PER YEAR				
MAJOR	19__	19__	19__	19__	19__
Related Area					
Unrelated Area					
TOTAL					

Number and Percentage of Early Leavers in Each Employment Status by Year

EMPLOYMENT STATUS	NUMBER & PERCENTAGE PER YEAR									
	19		19		19		19		19	
	N	%	N	%	N	%	N	%	N	%
Employed in Related Occupations										
Employed in Unrelated Occupations										
Pursuing Education in Related Area										
Pursuing Education in Unrelated Area										
Unemployed										
Out-of-Labor Market										
TOTAL										
No. in Survey										
% Responding										
% Usuable										

12

Percentage of Employed Early Leavers Who Were Employed (E) and Not Employed (N) in Related Occupations by Duration that They Participated in the Program by Year

DURATION IN PROGRAM	PERCENTAGE IN RELATED (E) AND UNRELATED (N) PER YEAR									
	19__		19__		19__		19__		19__	
	E	N	E	N	E	N	E	N	E	N
0 - 25%										
26 - 50%										
51 - 75%										
76 - 99%										
TOTAL NUMBER PER YEAR										

13

Percentage of Early Leavers Who Were Pursuing Further Education in Related Areas (E) and Unrelated Areas (N) by Duration that They Participated in the Program by Year

DURATION IN PROGRAM	PERCENTAGE IN RELATED (E) AND UNRELATED (N) AREAS PER YEAR									
	19__		19__		19__		19__		19__	
	E	N	E	N	E	N	E	N	E	N
0 - 25%										
26 - 50%										
51 - 75%										
76 - 99%										
TOTAL NUMBER PER YEAR										

	Issue	Display(s)
2.0	Are labor market demands being met?	14,15
2.1	Are there employment opportunities in the occupations for which students are being prepared?	
2.2	Are students being adequately prepared to perform the necessary functions of the related occupation(s)?	16

LABOR MARKET PROJECTIONS 14

Labor Market Demand in Occupations Related to the Program as Estimated by the Oregon Department of Education and Other Sources.

	NUMBER OF POSITIONS PER YEAR				
OCCUPATIONS	19__	19__	19__	19__	19__
STATEWIDE					
ADMINISTRATIVE DISTRICT					
TOTAL					

Projections of Labor Market Demands for Administrative District--Alternative Sources 15

	NUMBER PER YEAR				
OCCUPATIONS	19__	19__	19__	19__	19__

(Attach description of methodology used to collect data.)

Number and Percentage Distribution of Responses by Supervisors on the Adequacy of Performance on Technical and Non-Technical Functions by Program Completers Employed in Related Occupations During - 19__ to 19__.

	RESPONSE DISTRUBTION*											
FUNCTIONS	5		4		3		2		1		0	
	N	%	N	%	N	%	N	%	N	%	N	%

Total No. of Respondents: 19__ = ____; 19__ = ____; 19__ = ____;

19__ = ____; 19__ = ____.

5 = Has all of skills;

* 4 = Has most of skills ; 3 = Has many of skills ; 2 = Has few of skills ; 1 = Has none of skills ; 0 = Not observed.

Issue	Display(s)
3.0 What are the enrollment trends for the program?	
3.1 What has been the enrollment in the program during the past five years?	17
3.1 What has been the enrollment in (courses/units/modules) of the program during the past five years?	18

Number of Students Enrolled in Courses/Modules/Units for Which Program is Responsible, Student Full-time Equivalents, and Number of Program Completers by Year

	NUMBER PER YEAR				
	19__	19__	19__	19__	19__
Enrollment in All Courses/ Modules/Units					
Student FTE					
Program Completers					

Total Number of Students Who Initially Enroll (N/IN)* in and Percentage Who Complete Successfully (%OUT) Each Course/Module/Unit for Which Program is Responsible by Year

COURSE/ MODULE/ UNIT	TERM LINE NO.	ENROLLMENT (N/IN) AND COMPLETIONS (%OUT) PER YEAR									
		19__		19__		19__		19__		19__	
		N/IN	%OUT	N/IN	%OUT	N/IN	%OUT	N/IN	%OUT	N/IN	%OUT

---

* Enrollment for each term is computed on week ________.

	Item	Display(s)
4.0	Does the program provide equal opportunity for special population groups?	
4.1	Have special population groups had equal opportunity to enter the program during the past five years?	19
4.2	Do special population groups have an equal opportunity to complete the program?	20
4.3	Do special populations have an equal opportunity to acquire employment?	21

Number and Percentage of Students Enrolled in Program in Each Special Population Group by Year

	NUMBER AND PERCENTAGE PER YEAR									
POPULATION GROUP	19		19		19		19		19	
	N	%	N	%	N	%	N	%	N	%
SEX: Female										
Male										
TOTAL										
ETHNICITY:										
Caucasian										
American Indian										
Asian										
Black										
Hispanic										
Other										
TOTAL										
HANDICAPPING CONDITIONS:										
Hearing Impairment										
Mental Retardation										
Orthopedic Impairment										
Serious Emotional Disturbance										
Sight Impairment										
Speech Impairment										
Other										
SUBTOTAL										
DISADVANTAGING CONDITIONS:										
Academic										
Economic										
SUBTOTAL										
TOTAL										
English as a Second Language/Bilingual Education										
TOTAL										

Number and Percentage of Students
Who Completed the Program by Group and by Year

GROUP	NUMBER AND PERCENTAGE PER YEAR									
	19__		19__		19__		19__		19__	
	N	%	N	%	N	%	N	%	N	%
SEX: Female										
Male										
TOTAL										
ETHNICITY:										
American Indian										
Asian										
Black										
Caucasian										
Hispanic										
Other										
TOTAL										
HANDICAPPING CONDITIONS:										
Hearing Impairment										
Mental Retardation										
Orthopedic Impairment										
Serious Emotional Disturbance										
Sight Impairment										
Speech Impairment										
Other										
SUBTOTAL										
DISADVANTAGING CONDITIONS:										
Academic										
Economic										
SUBTOTAL										
TOTAL										
English as a Second Language/Bilingual										

Number and Percentage of Program Completers who were Employed by Group and by Year

GROUP	NUMBER AND PERCENTAGE PER YEAR									
	19		19		19		19		19	
	N	%	N	%	N	%	N	%	N	%
SEX: Female										
Male										
TOTAL										
ETHNICITY:										
American Indian										
Asian										
Black										
Caucasian										
Hispanic										
Other										
TOTAL										
HANDICAPPING CONDITIONS:										
Hearing Impairment										
Mental Retardation										
Orthopedic Impairment										
Serious Emotion Disturbance										
Sight Impairment										
Speech Impairment										
Other										
SUBTOTAL										
DISADVANTAGING CONDITIONS:										
Academic										
Economic										
SUBTOTAL										
TOTAL										
English as a Second Language/Bilingual										

B. ARE THE COSTS ACCEPTABLE?

	Issue	Display(s)
5.0	What are the costs to students for participating in the program?	22

Estimated Cost and Benefit for Program Completers

ITEM	AMOUNT				
	19__	19__	19__	19__	19__
Tuition and Fees (current tuition and fees for fulltime enrollment) x length of program					
Estimated salary/wage for typical occupation at bottom of career ladder					
Salary/wage of program completer employed in related occupations					
Mean					
Median					
Range					
Number					

Issue	Display(s)
6.0 What are the costs for conducting the program?	
6.1 What were the recurring costs during the past five years?	23,24
6.2 Space dedicated to the program being utilized adequately.	25

PERSONNEL COST

Number and Percentage of FTE for Instructional Personnel by Year

	FTE AND PERCENT PER YEAR									
	19		19		19		19		19	
PERSONNEL STATUS	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
REGULAR FACULTY										
Full Time										
Part Time										
TEMPORARY FACULTY										
Full Time										
Part Time										
AIDE/TECHNICIAN										
Full Time										
Part Time										
OTHER ____________										
TOTAL										

Amount of Dollars Expended for Salaries and Payroll Benefits of Instructional Personnel in Each Status by Year

	AMOUNT PER YEAR				
PERSONNEL STATUS	19___	19___	19___	19___	19___
Regular Faculty					
Temporary Faculty					
Aide/Technician					
Other ____________					
TOTAL					

Annual Expenditures for Materials, Space, Maintenance, Contracted Services, and Travel by Year

	AMOUNT PER YEAR				
RESOURCE	19__	19__	19__	19__	19__
Materials and Supplies					
Equipment Rental					
Leased Space					
Repairs and Replacements					
Contracted Services					
Travel					
Other					
TOTAL					

Type and Utilization of Permanent, Dedicated Space Currently being Used Exclusively by the Program

LOCATION	TYPE FACILITY *	TERM	USAGE INDICATORS	
			HOURS	INTENSITY**

* Standards:

** Intensity of Utilization - Total number of students using location each hour per week ÷ (Total number of stations in location x total number of hours in school week)

C. IS THE PROGRAM ESSENTIAL?

Issue	Display

D. IS THE PROGRAM EFFICIENT?

Issue

7.0 Can the costs of the program be altered without affecting program effectiveness?

7.1 What were the staffing patterns during the past five years?

7.2 What instructional materials were consumed during the past five years?

7.3 What instructional equipment was leased or equipment service contracts purchased during the past five years?

7.4 What instructional space was leased during the past five years?

7.5 What contract services were purchased during the past five years?

8.0 Can total instructional time be reduced without affecting program effectiveness?

8.1 Can the amount of student contact time be reduced?

8.2 Would reduction in total instructional time reduce the costs for materials?

8.3 Would reduction in total instructional time reduce costs for equipment?

8.4 Would reduction in total instructional time reduce the amount of space required?

E. SHOULD THE PROGRAM BE MODIFIED?

9.0 Can the program be made effective and efficient?

10.0 Is the cost of modifiying the program acceptable?

11.0 Is the cost of the modified program acceptable?